PERSONAL



Mary Warnock

There is, as everyone knows, a vast range of different kinds of laughter, with different meanings. Any reader of down-market fiction is familiar with the mirthless laugh, or the laugh that is more sinister than threatening words.

An important sub-class of the mirthless laugh is what may be called the Little Laugh. The little laugh is hardly a laugh at all. It occurs essentially in the course of conversation or speech; indeed, characteristically, in the course of the articulation of a single word in speech. It is a device used to indicate that the topic under discussion is beneath contempt, not worthy of the attention of a serious man (for I believe that the little laugh is a tool used more often by men than be women). It is frequently to be heard in the speech of politicians.

There is a parallel phenomenon in the discourse of politicians with which the laugh may be compared, and that is the slight sigh. Mr Eric Varley, for example, or Mr Peter Shore, if asked a question in a television interview, will utter the slight sigh before answering, thus indicating that the question and the presumptions lying behind it are totally fatuous, but that since it has been asked it would be discourteous not to attempt a reply.

To return to the laugh: in domestic settings the little laugh may be the cause of the break-up of marriages, or so I should expect. It certainly would not surprise me to learn that it has caused teenage children to leave home. It may be used by a father in referring to his daughter's visits to the shoe shop, to the colour of her hair, to the hours she spends in the bathroom before going out in the evening. It can be used in the course of discussing any hobby, any craze, any music, any radio programme, any aspect, in fact, of the life-style of a child of which the parent takes a poor view.

More than all, a husband may use it in referring to his wife's job, her political beliefs, her church, her friends, her enthusiasms. For the little laugh is an act of aggression, but one that is maddening in a quite peculiar way. No one can accuse its exponent of naked hostility, nor even of impoliteness. It seems, after all, pleasant enough. It diminishes its victim, without offering cause for righteous anger.

Among politicians, by far the most frequent user of the little laugh is Michael Foot. Indeed so often does he utter it that one may wonder whether it has not become a kind of nervous mannerism, like a stammer. But I think not, for he uses it most in addressing the Prime Minister, or in referring to her during the course of television interviews. He doesn't, of course, interpose the laugh in actually pronouncing her name: that would be too crude. But he might well laugh while uttering the name of one of her advisers, or while describing one of her policies.

A little laugh excuses its user from the necessity of serious discussion of policy. For what has been thus laughed at cannot merit argument. The laugh means "no one could defend such rubbish, so I shall not bother even to attack it."

The other day I heard a pure use of the little laugh, an absolutely classic and perfect example; and it came in the course of a speech by Sir Keith Joseph. The occasion was a meeting of people from one county, with an interest and a stake in education. There were headteachers, advisers, local education authority members, and school governors . . . about 800 people in all.

Sir Keith started in jokey style by making people raise their hands if they came from different fields of education, primary, middle, secondary and further. At the end of this amiable interchange, somebody raised her hand and said "I come from nursery". At that stage, Sir Keith simply registered surprise that nursery too was represented. He spoke (quite well) and he answered questions (with intelligence and courtesy). Then he summed up what he had been telling us all. And he said that he had enjoyed listening to the views of people representing primary, middle and secondary education. And, he said, nursery.

It was here that he invoked the Little Laugh. I, in the audience, recognized it at once. It was a put-down. It said that nursery education was a whim, a craze, an eccentricity that he was big enough to forgive. It was like the teenage girl's colouring hair, the wife's apology for real work, her so-called "job". It was beneath contempt, not, of course, deserving of proper discussion. I felt despair.

I would like to say to Sir Keith, and anyone else who will listen, that unless we believe in nursery education, unless we are genuinely willing to provide it, not half-heartedly, but as a proper part of the educational system, then in a good many of our struggles to educate disadvantaged children so that they do not fall progressively behind we are simply wasting our time. The time lost when we could be educating the under-fives, when above all we could be teaching them to communicate with us, is time we can never regain.

But there was no occasion at the meeting to put any such point to Sir Keith. He has already excused himself from the need to listen to or answer such arguments by the little laugh incorporated in his enunciation of the word "nursery". It is a weapon which almost always has lethal effect.

ARISTIDES



Jeffery Daniels: teachers should do their homework

Exhibiting decorum

In an attempt to get away from the relentless election barrage I turned to the new *History Today*. And there was a heartfelt polemic by Jeffery Daniels, the Director of the Geffrye Museum in East London, who seemed to be suggesting that the ordinary football and pop concert-going public should not be encouraged to visit museums.

Since the Geffrye was a pioneer in the museum education business, [illegible] by London and Home Counties teachers to provide a splendid service in helping to introduce children to museums, I rang up to find out more.

Indeed, Mr Daniels had a lot of harsh things to say about teachers who turn up with no warning and a coachload of children at his museum on a Monday, then send away the coach only to find that the museum is closed on Mondays.

And the secondary schoolchildren, all six feet tall, who are taken to major specialist exhibitions then stand around chatting, not looking at the picture and preventing anyone else from seeing them.

He's equally choleric about some museums – not least the Natural History Museum, which, he says, has solved the problem by removing the exhibits and replacing them with plastic models: "turning it into an up-market amusement arcade with half the things out of order."

"If teachers want to take children out for a jolly jaunt they should take them somewhere they can run about and relax and enjoy themselves – not to a museum", he says.

At the Geffrye, unhooked school parties are turned away: "we're getting very few – the word's got round." Teachers are expected to do their homework, and plan things with the museum's teachers.

"Of course over-preparation can spoil a visit – but it's a bit much when a teacher says they've come after work on the seventeenth century, the children are taken to the Stuart room, we ask why it's called that, and nobody knows."

He believes it is a disaster that when museum budgets are cut, education is the first thing to go. But he also thinks it is wrong for education to get out of hand, as with those plastic models: "Museums are about caring for and displaying real exhibits, whether they're furniture or skeletons."

The Geffrye started its education department in 1935, and now has a variety of approaches: weekend and holiday projects for local children more conventional worksheets and teaching to encourage children actually to look at some exhibits; and project days for school parties when children can dress up and explore elements of life in a particular period.

Maths muddle

The *Daily Mail* – that great [illegible] ter of educational standards – [illegible] story the other day about the [illegible] mathematical standards of the [illegible] habitants of Milton Keynes. Unfortunately it turns out that the [illegible] matical group of the paper's [illegible] tional reporter, Christopher [illegible] lands, or their subeditors, is [illegible] too secure.

On one question, about the effect of a 25 per cent price cut, [illegible] four Milton Keynesians appeared got the answer wrong. But, [illegible] reports, "people were hotter" on a question relating to restaurant [illegible] per cent got it right.

Hotter? It takes pretty elementary maths to work out that people did better on the first question.



Please sir this sign fell down and we can't find anyone to put it back.

Beavering at the dam

Ex-joint secretaries of the Schools Council are not normally to be found wandering round building sites with camera and notebook. It's even more unusual to find them in a classroom, teaching. But since he left the Council in 1978, Gordon Raitt has been doing both.

Appropriately enough, perhaps, he's been going in for do-it-yourself curriculum development. His starting point was that, when you look at O level physics textbooks, you'd never guess that the physics was ever used in the real world. "Which is most unsatisfactory on any count," he says.

So – having failed to find a job in the contracting teacher training market when he left the Council – he took seven-tenths of a job teaching science at the Weald school in Billingshurst, Sussex, and decided to spend the other three-tenths looking for real world O level physics.

Two engineering projects near home fitted the bill. A large bridge was just being started, and a dam was being built for a waterworks. For three years Raitt has spent a day and a half a week haunting the projects, O level syllabus in hand, taking photographs and collecting plans and data.

He wrote teaching modules based on his records, and tried them out, first with his own students and then with teachers and pupils in two other schools. Now he's negotiating with publishers.

It's been a long job. At first he had to pay for his research time himself; letters to firms produced a lot of support for the idea but only £200.

Finally a government department agreed to provide half this three-tenths salary and expenses (no prizes for guessing which department. You got it – the Department of Industry). And West Sussex took on the other half.

He says it isn't easy to fit the applied engineering work into physics teaching even though it is directly and specifically related to the syllabus. "One has to be very well-organized to fit it in – and that's very disturbing from the national point of view."

Universities maintain a very firm hand on the overloaded syllabuses, he says. "But if they want more youngsters coming into engineering courses they must interest them at 14, when they're making important choices. At 17 it's too late."

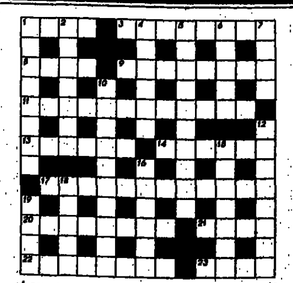
The science teaching centre at Chelsea College London has helped with evaluation, and Raitt says that the response from teachers and students has been pretty positive so far.

Instead of asking pupils to work out the density of a piece of anthracite from its weight and volume ("when do they ever handle anthracite these days") Raitt's materials shows an engineer hammering a hollow steel cylinder into clay, then working out the density to make sure that the day is compacted enough to be safe. Bulldozers and diggers are used to demonstrate hydraulics, and problems about balance and turning moments.

Raitt has also produced four engineering books for younger children showing real projects. Macdonalds will be publishing two in September, and two in the New Year.

Gordon Raitt must have been a surprising presence on his building sites. He's remembered at the Schools Council for a somewhat Trollopean and pedantic manner, and an intense interest in bureaucratic detail – colleagues' drafts used to come back underlined in three colours of ink.

No 103 CROSSWORD by Rufus



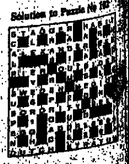
Across

1 Fight, probably rigged (4)
3 Worker I surpass as a matter of course (8)
8 They are used in bitter springs (4)
9 Local tea place, perhaps (8)
11 Drug war-paint out, becoming less friendly (7,5)
13 He's in charge but has a leader (6)
17 Contest for comedians? (6,2,4)
20 In some danger of finding fault (8)
21 Trip to an ancient city (4)
22 When alone, get changed and stretch out (8)
23 A number four iron brought out? (4)

Down

1 He'd put a variety of clues in the muddle (8)
2 Stop when contented with a snake on the road (7)
4 Maintain there's [illegible] body in the bee (6)
5 Declined to keep awake? (7,5)
6 A rich sort of job for a professor (5)
7 Turn pale – possibly being guilty (4)
10 An impressive thing to wear (6,6)
12 Pickle, perhaps, especially for game (8)
14 Sputnik on struggle of [illegible] N. Africa (7)
16 The know-all was [illegible] in a temper (6)
18 Foreign friend has to leave with secret (5)
19 Bill about a land [illegible] sure (4)

Solution to Puzzle No 102



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Post-election drive by independents to press Conservatives for wider intake

ELECTION '83

Assisted places campaign

by Biddy Passmore and Nick Wood

A re-elected Conservative government would come under strong pressure from independent schools to extend the Assisted Places scheme to provide boarding places for deprived children.

This became clear this week in an interview between *The TES* and Mr Roger Ellis, master of Marlborough College and chairman of the Headmasters' Conference, which covers 217 leading independent schools.

He was "very sorry" that the scheme, which is now providing a private education for nearly 10,000 children, had been restricted to the academically able. It had soured the relationship between the state and private sectors. And he called for a significant expansion" of the scheme to take in children of average ability from unstable homes or difficult circumstances.

On selection, Mr Ellis said: "At present, I would prefer the school to make its own judgment about the candidate's suitability but it would be worth considering having him put forward by a social worker."

But Dr Rhodes Boyson, education junior minister, warned this week that there were "snags" to extending the scheme to cover social need. "Academic merit is a clear measure", he said. "Lots of other things aren't."

He would welcome an expansion of the scheme when money was available but thought it more likely that the number of day places would be expanded. It would be very expensive for the state to pay for boarding, he added.

In fact, expansion of the scheme was considered last year, as part of ministers' study of ways of increasing parental choice.





Press conference time during the election campaign for Education Secretary Sir Keith Joseph and Labour's Neil Kinnock.

Educationists at the hustings, page 9

But the Department of Education sees difficulties in a major expansion. Officials suspect that there may not be many more schools willing to join the scheme that would meet the high standards required and they are reluctant to allow existing members greatly to increase their allocation of places.

While some schools, as Mr Ellis says, would like to do more for deprived children, many others are wary of becoming more dependent on state funding and thus more vulnerable to a change of government.

Nonetheless, expanding the scheme is likely to feature in the brief officials are now drawing up for an incoming Conservative Education Secretary as one way of meeting the Tory Manifesto pledge to widen parental choice.

The brief for an incoming Labour Education Secretary, by contrast, would set out the fastest possible timetable for abolishing the scheme. Labour's plan is to end all assistance to pupils on the scheme from the end of the academic year in which the repeal legislation is introduced.

If a similar brief is being prepared for an Alliance minister, it is not clear what it would say. The SDP have said they "would not support the scheme" and the Liberals have always been opposed to it but it is not clear if they would actually abolish it.

Mixed class best for the gifted

by Nick Wood

Gifted pupils should normally be taught alongside their classmates in ordinary groups, the Schools Council suggests in a report published today.

Mr Ralph Callow, coordinator of the council's gifted pupils project, said there were "social, moral and political" reasons for not following the American example of sifting out high flyers and giving them extra tuition in small special groups.

"Such a system may be administratively tidy but I find it insupportable.

"It raises all sorts of social problems. For instance, should you take one member of staff to work with three kids when another has to look after 30 or 40?"

Mr Callow said that mixed ability teaching was "good for the teacher and for the kids". "We are trying to raise teachers' expectations of kids and to move towards a process- rather than content-based curriculum," he said.

A lot of bright children are not getting a "fair crack of the whip" in schools today, he said.

Mr Callow was commenting on the report which has been written by Mr Graeme Clark, a senior science adviser in Durham, as part of the council's programme *Individual Pupils*.

The report recommends that every school should have a clear policy, implemented by a group of teachers, for identifying gifted pupils.

IQ tests, attainment tests set by teachers and checklists covering the abilities and interests of youngsters, are put forward as possible methods, though the results should be interpreted with caution. Such tests can miss outstanding ability in other areas, particularly the arts, sport and music.

Parents and the children themselves should also be drawn into the process of identification, the report says.

"Identification and provision should go hand in hand" with teachers in every class providing "enrichment" for those children with the aptitude to benefit.

"There may be only a small number of children actively engaged in extraordinary curriculum activities at one time; but during the term or year many times that number may move in and out according to ability and aptitudes.

It also warns that school policy should recognize that a child may be brilliant at mathematics, say, but mediocre at other subjects or activities.

Guidelines for the recognition of gifted pupils by Graeme Clark. Published for the Schools Council by Longman Resources Unit, 33-35 Tanner Row, York YO1 1JP. Price: £1.75.



'Ban the cane' call by NAHT leaders

by Richard Garner

Leaders of Britain's largest head teachers' organisation said this week they would be in favour of the abolition of corporal punishment.

Mr David Hart, general secretary of the 22,500-strong National Association of Head Teachers, said: "There must be other solutions. We cannot be the only country in Europe which holds out against abolition."

Speaking at the NAHT's annual conference in Harrogate, Mr Derek Best, chairman of the association's professional and legal committees, added: "We foresee more local authorities abolishing corporal punishment and we see the government – if not this government then some future government – moving towards this.

"We as the council of the NAHT would be in favour of abolition but only where schools are ready for it."

Until now the National Union of Teachers has been the only teachers' organisation to come out in favour of abolition. Other teachers' organisations, have always said the decision is best left to the individual schools.

The NAHT leaders made their statement to coincide with the publication of a document on alternative discipline procedure (see page 8). They were later backed by the full conference.

Mr Donald Frith, general secretary of the Secondary Heads' Association, with 2,500 members, said this week that SHA took a similar attitude shortly after the European Court ruling.

"We said all our members should recognize the shift in public attitude that corporal punishment was on the way out and the court's decision should be taken very seriously. We said it would certainly be foolish to go against the wishes of parents in this matter.

"We recognize there are problems where a school has used this sanction extensively and then suddenly stops. And we are not keen on local authorities making decisions to ban the cane starting from next week."

Apathy claim over new rubella wave

Private girls' schools are failing to ensure that their pupils are adequately protected against German measles, it was disclosed this week as the Department of Health confirmed that a new epidemic of the disease was sweeping the country.

Dr Mark Charny, a community health specialist in Exeter, says that vaccine uptake levels are lower in the independent sector than in the state sector, in part because the schools' health service does not automatically cover private schools.

Either parents are unaware of the risks or private schools do not have a proper system for ensuring that all girls aged 10 to 14 are immunized against the disease, he writes in the current issue of *Education and Health*.

German measles, or rubella, can produce crippling handicap in babies of women who contract it in the first 16 weeks of pregnancy. In Britain, many girls are reached just before they reach child-bearing age, but despite the campaigns over the last decade nearly one girl in five leaves school without being immunized.

AMA officer retires

Mr Dudley Fiske is to retire from the post of education officer to the Association of Metropolitan Authorities at the end of June because of ill health.

Mr Fiske, 53, was chief education officer for Manchester until last year when he took over from Mr Jack Dingett at the AMA.

His post is expected to be advertised shortly.

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Fears over the Youth Training Scheme dominated the conference of the college lecturers' union NATFHE 12.



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Treading the Middle Way

Of the three manifestos, it has to be the Alliance's which has most appeal to those concerned with education. That is not to say that, if you work in education, you must vote for the Alliance: simply that the Alliance's education policy is more sensible than Labour's and less barren than the Conservatives'.

Last week's *TES* poll showed that the Alliance started the campaign with more support among teachers than in the rest of the population. Even so, nearly one in five had not decided, definitely, how they would vote, so if there is the late pro-Alliance swing which David Steel has forecast (and he would, wouldn't he?) the Alliance might yet move into the lead among secondary (if not primary) teachers.

As for the manifesto, it devotes a matter of 75 lines to "Education and Training". Such brevity is fair enough within the context of a 34-page tour of the national horizon, but it means that some issues on which the Liberals and the SDP have done a lot of work are covered in the manifesto by a few innocuous generalities. There is a firm commitment to "one year of pre-school educational experience" for all children under five. This is augmented in the section on personal social services by a promise to encourage supportive care for children through "a wide range of facilities including pre-school play schemes and nursery centres".

Like the Conservatives, the Alliance is pledged to raise standards – amazing how the same talismans are held up, year after year – by involving parents in the running of the schools, broadening the secondary school curriculum "right through to 18", and improving in-service training. All these measures are safely non-controversial extensions of existing policies – reforms of the secondary curriculum, along the lines implied here, have already been on the table for up to 20 years. Its only startling innovation would be if the Alliance actually managed to push through examination changes which defeated Mrs Williams last time.

School-to-work takes up half the space in the manifesto with the promise of "a major reorganization" of the Youth Training Scheme before it has even started. Central to the Alliance policy are a single Ministry of Education and Training, and educational maintenance allowances (the sum is not specified) for those who stay in full-time education beyond 16. The Alliance has been highly critical of the YTS and its failure to create some sort of universal apprenticeship scheme for young workers, but wisely does not try to set out the small print of its own alternative in the manifesto. Similarly, all the labours of Sir Peter Swinnerton-Dyer's SDP working party on higher education (which flirted with such radical notions as two-year courses) have been boiled down in this document to a pledge to increase access and give students the chance to acquire skills useful for work in industry.

"This", says the manifesto, cryptically, "may mean, for example, students typically taking a wider range of courses before moving on to a job or more specialist education." No doubt the Alliance's excellent higher education connexions account for the Leverhulme resonances (see next column).

Polite promises of support for adult and continuing education and for the youth service complete the ritual exercise without the offering of any foolish hostages to fortune on independent schools or anything else. The most important pledge is that concerning EMAs. Very large sums of money are involved. Both the Alliance and the Labour Party are right to put this well to the fore, but it carries a bit more credence in the Alliance's select package of spending plans than in Labour's catch-all list.

As for the change in departmental organization required by the promise of a new Ministry of Education and Training, this must raise as many doubts as cheers – cheers for the importance which it is intended to give to the educational element in a coherent structure of education, vocational preparation and training for skills for the 16–19 age-group. (It will please the National Association of Head Teachers which has been campaigning for just such a new department of state).

The doubts must arise from the nature of the power struggle within government. A new combined department would incorporate sections of the Department of Employment, the Manpower Services Commission, and the DES. For some reason, well-meaning educationists assume that the DES would have the dominating voice. Much more likely would be a take-over by the DE and the MSC. Without radical changes in educational finance, there is no way in which the DES and the l.e.a.s can get the leading role in any joint arrangement with other departments; nor, frankly, would industry or the trade unions be pleased if they could.

It may be argued, of course, that all these matters would be attended to later. If so, it would have been as well to mention this in the manifesto because the section on "Decentralizing Government" would weaken the DES still more and therefore strengthen bodies like the MSC which can fund projects directly.

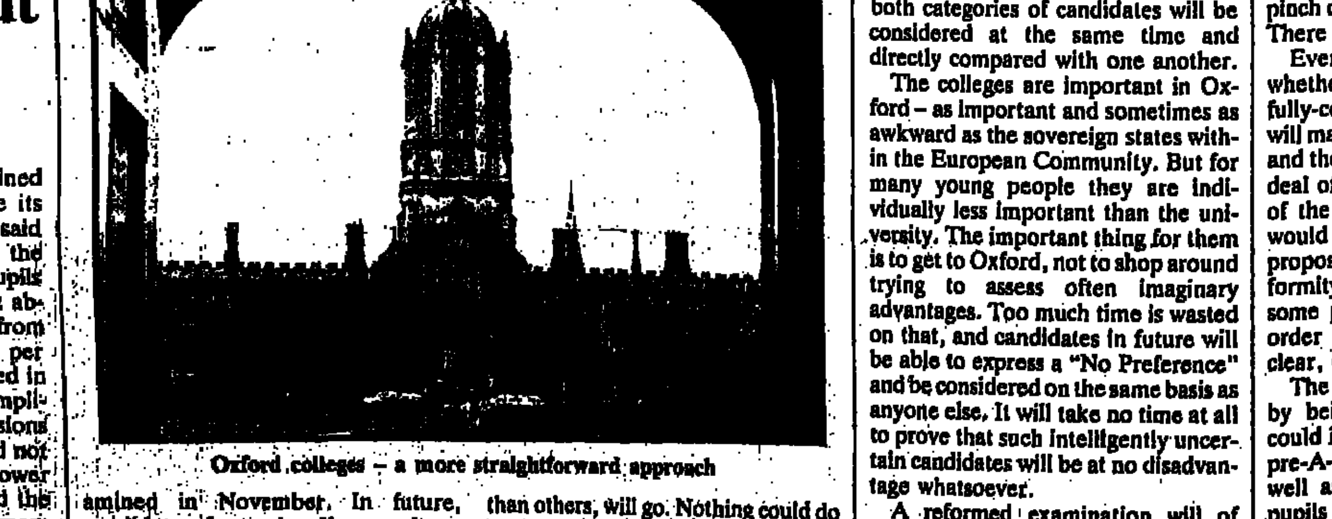
Of course, many things would change if the Alliance were in a position to carry out its promise to "pave the way to the abolition of domestic rates . . . by introducing a local income tax". Somehow we seem to have heard that suggestion rather too often before to find it immediately convincing.

Oxford opinion

Levelling out the road to Oxford

Oxford is now making a determined attempt to simplify and improve its admissions procedures. What is said to be wrong at present? It is, in the first place, alleged that too many pupils get in from independent schools: about half of the intake is recruited from these schools, although only 5 per cent of the population is educated in them. Secondly, the system is complicated and bewildering. Admissions are managed by the colleges, and not the university – which lacks the power to dominate them, even if it had the will. In an honest attempt to be more open, they have adopted all kinds of tempting devices and subtly different policies. The unintended effect has been to confuse and sometimes annoy schools.

If the Dover Committee proposals are accepted (page 3), the most important change will be that all candidates will be considered at the same time and on the same basis. At present, decisions on conditional offers are made in October by colleges before they know even the names of those applying to be examined in November. In future, candidates for such offers, and examination candidates, will be carefully considered *together* in December. There will be no quotas, and no fancy schemes.



Oxford colleges – a more straightforward approach

Similarly, the candidates who choose to be examined (rather than apply for a conditional offer) will all be assessed at approximately the same stage of their development – which must mean, before A level. The distortions of the seventh term system, the apparent unfairness of a competition in which some candidates have had one more year in the sixth than others, will go. Nothing could do more to convince state schools, and independent schools, that the colleges wish simply to compare like with like, and to offer no advantage to any category.

Most applicants (in my view at least) will come to prefer Mode E – taking the entrance exam (reshaped and confined to pre-A level candidates) in November with an interview in December. But the non-examination route (Mode N) will remain open, both to those who already have A levels behind them and to those still in the second year sixth. Mode N candidates will be offered extended interviews, supported in many cases by work submitted in advance. But both categories of candidates will be considered at the same time and directly compared with one another.

The colleges are important in Oxford – as important and sometimes as awkward as the sovereign states within the European Community. But for many young people they are individually less important than the university. The important thing for them is to get to Oxford, not to shop around trying to assess often imaginary advantages. Too much time is wasted on that, and candidates in future will be able to express a "No Preference" and be considered on the same basis as anyone else. It will take no time at all to prove that such intelligently uncertain candidates will be at no disadvantage whatsoever.

A reformed examination will of course be needed, and it will have to be good in the eyes of those who teach in comprehensive schools and sixth form colleges as well as in independent schools. The Dover Committee has taken the bold step of insisting that such an examination should be supervised by dons and school teachers acting in partnership. There will now be a visible piece of machinery to make the examination better.

All entrance awards will be swept away: at present, they serve only to confuse the issue and encourage some schools to go out scalp hunting. Scholarships will be used to encourage and help bright people after they have come to Oxford, not to justify a pre... A level sixth or enable one college to pinch clever candidates from another. There will be plenty to go round.

Everything will now depend on whether the colleges accept this carefully-constructed package – and they will make up their minds between now and the autumn. They deserve a good deal of encouragement from the rest of the educational world. Rejection would lead to muddle and worse. The proposals will ensure a proper conformity among colleges – sacrificing some preferences, no doubt, but in order to present a system which is clear, coherent and just.

The Dover Committee did not ... by being unanimous, but ... could it find a shred of evidence ... pre-A-level candidates did not do ... well as post-A level candidates ... pupils from maintained schools ... least as well as those from independent schools. The report says ... expected one consequence of its recommendations to be an increase ... the number of maintained school pupils coming to Oxford. But ... purposes of the report are to ... simplicity, fairness and openness ... (just before somebody says the ...) site) to engage in social engineering.

Harry Judge

Harry Judge is director of the department of educational studies at Oxford University.

COMMENT

Siren voices call for two-year "pass" degrees

The two-year study of higher education policy which has been sponsored by the Leverhulme Trust culminated last week (*TES*, May 27) in the publication of *Excellence in Diversity*, a succinct attempt to draw conclusions on the basis of the nine specialized volumes already published.

When the election fever dies down and it becomes possible again to consider future policy in a rational manner, no doubt the Leverhulme proposals will receive the study they deserve. At this stage, it is inevitable that attention should concentrate on one proposition among many – the suggestion that the first degree should be cut to two years, and made more general. For some, this "pass" degree would then become the basis for employment.

For others, it might be followed by more specialized, vocationally-oriented study (as, for example, for doctors, and engineers) or by other courses leading to "occupation-related" post-graduate diplomas. Others would continue to the honours course, or to masters' degrees or doctorates which the report calls "academic and research-based". The leverage to impose this structure on the universities would derive from a change in the student grant system, which would limit mandatory grants to the two-year pass degree, making additional courses depend on loans.

The two-year course idea has popped up in one form or another many times since Sir Brian Pippard launched it in 1969. As the diploma in higher education it was stillborn in the early 1970s. When Christopher Ball (a signatory to the Leverhulme document) and John Bevan floated two-year courses again in the most tentative form in a paper for NAB, it produced howls from the public sector traditionalists.

Something seems to be stirring. The idea of two "general" years, followed by an examination sieve, and a more selective entry to "higher" higher and vocational education, for some but not for all, is what has now brought French students out on the streets of Paris. Both the Savary scheme in France, and the scheme outlined by Leverhulme, are ... forward within a context of expansion. More can enter (perhaps) ... there is a systematic system for cutting off the flow at the end of the second year.

But this is only one of the dubious hypotheses on which the scheme is based. A two-year general foundation course might be acceptable if it were generally assumed that everyone could go on to another year or two of academic or professional study, but as a terminal qualification it remains improbable and unsuitable. And if the idea of a two-year course with an expanded entry is really a stalking horse for a four-year regime, then the financial implications need to be spelled out.

The second reason why the two-year general pass degree m... arouse a sceptical response is because it assumes that courses ... broadened, and specialization reduced, by shortening their duration.

Given the hierarchy of academic values which prevails in British higher education, two years could ... more specialized, more pres... than three years. There is no evidence to suppose that the universities, the students or the world at large is pining for the re-invention of the liberal arts college.

It would, in fact, be much easier to produce disagreeable evidence to the contrary in the demand... efforts to wish premature vocational specialization on the secondary schools. What is clear is that the demand for a particular kind of co... cannot be manufactured by a ch... in university and college rules if it does not match developments in society beyond the groves of Academe.

... no comment

"It's undoubtedly true that there ... more unemployment among ... people than among whites ... I ... we must give them a fair crack of the whip."
Mr Norman Tebbit quoted in *The Observer*, May 29

NEWS

Oxford candidates should not sit post-A level admissions exam

All entrants should be assessed together – Dover

by Biddy Passmore

Candidates for Oxford University should no longer be able to sit the special entrance exam after their A levels, the committee reviewing the university's admissions procedure has decided.

It proposes that all candidates should sit it in the first term of their second year in the sixth-form.

That is the most dramatic change recommended by the 14-man committee, chaired by Sir Kenneth Dover, president of Corpus Christi, whose final report is published today. It was agreed only after heated debate and one of the committee – Dr Peter Neumann, of Queen's – had entered a note of dissent.

If the committee's conclusions are endorsed by the colleges, one of the main factors believed to put state school applicants at a disadvantage would go. Unlike independent schools, most comprehensive schools cannot afford to mount special tuition for Oxbridge candidates after A levels.

Other recommendations made by the Dover committee include:

- Applications from all candidates, whether sitting the written exam (Mode E) or seeking admission on A levels and an interview (Mode N) should be considered together, in December.
- All special schemes, such as "matriculation offers", should end and all colleges follow the same admission procedure.
- Applicants should be free to list up to three colleges in order of preference but could express no preference, in which case allocation would be made by computer.
- The written examination would be monitored by an Examinations Committee and subject panels, which would include practising school teachers.
- Scholarships and exhibitions awarded on the results of the written exam would end – echoing a recent decision by Cambridge colleges.



TV personality Raymond Baxter seen with the winners of the Department of Energy Conservation organized by Conoco. The pupils from Earlham School, Norwich, calculated that the country could save £200m a year if people would change their traditional kettles for the new upright version. The team won £1,000 for their school and a trip to the Murchison Oil Production Platform in the North Sea.

Bypass claim as schools face closure

by Mark Jackson

A report which opens the prospect of closing up to 50 Bedfordshire primary and middle schools will go to the county council – even if the education committee turns it down next week.

It recommends that the responsibility for deciding closures and carrying them through should be given to a specially appointed committee of councillors and church representatives. It has been denounced by the county's Labour group as "a thoroughly unconstitutional device to by-pass the educationists."

A management group headed by the chief executive prepared the report at the request of a seminar of councillors organized by a Tory group which included the education committee's vice chairman, Mr I L Dixon. chairman, Mr I L Dixon.

The management group is responsible, not to the education committee but to the policy and resources committee, which has already accepted the report and will place it before the county council next month.

The report proposes to try to get rid of 3,500 primary places and 1,450 middle school places by 1986.

It says: "The management group believes the only realistic way of achieving this is for the council to approve a general objective and aims, and for a small special committee to be given the responsibility and the power to undertake detailed studies and consultations and to decide what needs to be done and put it into effect."

Alternatives to closures are considered but the report believes that if the maximum benefit is to be obtained the "substantial majority" of the places should be got rid of through carefully and sensitively planned closures and amalgamations plus the removal of temporary accommodation.

It points out that because some of the small schools have to have a higher pupil teacher ratio than bigger ones, amalgamation may lead to a smaller total requirement for teachers.

Labour's training blueprint for school-leavers

ELECTION '83

Pathway to work for jobless

Labour's training scheme for young people would be "a pathway to work and not a gangplank to despair", Mr Neil Kinnock, the party's education spokesman, said on Wednesday, *writes Biddy Passmore.*

Speaking at a press conference on education and the young unemployed, Mr Kinnock said some young people without jobs felt that something could be done but others saw the problem as so monumental that there could be no political answer. It was Labour's task to convince them that there was.

He cast doubt on the findings of an opinion poll carried out for the BBC's Jimmy Young show, which found that more 18 to 24 year olds were intending to vote Conservative than Labour. The poll had covered a disproportionate number of middle class children, who tended to have jobs, he said.

Mr John Golding, an Employment spokesman, said young people would flock to Labour once the message got through to them that it was the only party that could provide them with real jobs.

But Mr Norman Tebbit, the Employment Secretary, speaking later at a Conservative press conference, poured scorn on one of the centrepieces of Labour's programme: a £25 weekly allowance for 16 and 17 year olds staying on in full-time education. The allowance would be taxed and the family would lose child benefit.

"This is a curious idea of Neil Kinnock's", he said. "You give the mother less housekeeping and reduce the father's pay so the youngster can have more pocket money. Presumably it's to strengthen the family."

He rejected the notion that some children played truant not only out of boredom but because there were no jobs for them when they left.

"Not at all", he said, "it's not true. Some employers have vacancies they find enormously difficult to fill." He later conceded that this was a small-scale problem confined to the home counties.

Asked about the absence of vouchers from the manifesto, Sir Keith Joseph, the Education Secretary, said the idea was "only one way of increasing parental choice". He appeared to imply that, if a scheme were introduced, it would be confined to state schools. "We are committed to increase parental choice within the maintained sector", he said.

On loans, he repeated a recent Commons answer that the Government had no present plans to introduce them and went on: "as a supplement, they might conceivably be part of a scheme for widening access to higher education."

Sir Keith refused to accept a suggestion that the Government's Technical and Vocational Education Initiative was the return of the secondary modern through the back door. "It is the pursuit of higher effectiveness for a very significant minority of school children", he said. "I'm amazed the Labour Party doesn't accept the problem." He said he was not a romantic who thought everything had been right in the past: he was looking forward, not back.

Parties back the NUT manifesto

Strong endorsement of the National Union of Teachers' manifesto has come from the leaders of the Labour party and the Alliance – and a more cautious response from Mrs Thatcher.

Mr Michael Foot, Labour leader, says his party will implement the policies set out by the NUT, whose manifesto attacks Tory cuts and vouchers and says "access to a public education service of the highest quality" is the fundamental right of all children.

"Our children are our future and investment in education is the basis for national prosperity", Mr Foot says. "Today's children will not thrive on the eduational diet of cuts, closures and narrow scholastic competition which are all that Toryism has given and all that it can offer."

And Mr David Steel and Mr Roy Jenkins, joint Alliance leaders, say there is "hardly a word" of the NUT manifesto with which they do not agree wholeheartedly. On all the crucial issues they are at one with the NUT, they say.

But Mrs Thatcher's response reminds the NUT that "there is a difference between equality of opportunity – an aim which we support – and Labour's policy which favours providing all children with precisely the same sort of education, irrespective of their different abilities and aptitudes".

She stresses that the Government is spending more per child than ever before and says that every child's right to a proper education, regardless of parental means, is "entirely compatible" with the right of parents to spend their own money on their children's education.

- Education welfare officers have attacked the Conservative manifesto pledge to "switch the emphasis in the education welfare service back to school attendance, so as to reduce truancy".

The National Association of Chief Education Social Workers has told Conservative Central Office that it questions the implication that the emphasis of their work has moved away from school attendance.

And at its annual general meeting last week, the association moved a resolution that "seriously questions the assumptions and implications behind this statement which reveal an apparent lack of understanding on the part of the Conservative party of the complex reasons why children fail at school."

- There was wide public ignorance of Labour's education policies especially for 16 to 19 year olds and adults, Mr Graham Lane, general secretary of the Socialist Educational Association, said this week.

He described himself as "not surprised, but disappointed" at the result of last week's *TES* survey, which showed that many teachers will vote Conservative next week. "They're like fish voting for sharks", he said.

On Wednesday, three of the association's members who are candidates in marginal seats said they found education one of the top issues on the doorstep. Mr Hilary Benn (Ealing North), Mr Mike Gapes (Ilford North) and Mr David Nicholas (Merton) said that the actions of local Tory councils were turning voters to Labour.

Private lunch

The London borough of Merton has become the first in the country to privatize its school meals and cleaning services. The Conservative-controlled council has decided to hive them off from September. Sutcliffe Catering company which specialises in airline meals will supply a standard two-course as well as cafeteria-style meals.



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PLATFORM

Professor Malcolm Skilbeck proposes a national forum to review the secondary school programme, agree on policies and priorities, and monitor implementation



A way out of linger and lurch policies

The conviction of a crisis in state, or, as I prefer to call it, public education is growing and scarcely needs arguing, given the widespread sense of malaise throughout the education profession. Its cause lies within education itself and in the expectations our society has of schooling. However, no major decisions about education can be taken independently of other sectors and this goes a long way towards explaining the growing disenchantment. A sense of helplessness or ineffectiveness is part of the malaise.

The problems

The problems facing public schooling have been boldly documented. What is more difficult is to get to the causes, to locate them in a proper assessment of cultural and social contexts as well as the economic settings with which we have become obsessed.

It must be obvious by now that it is the continued vitality and potentiality of public schooling as a principal means of educating society which is the overriding issue. Moreover, we cannot hope to address the problems of public education in isolation either from consideration of other social problems or the roles and responsibilities of that wide array of governmental, quasi-government and voluntary agencies which have a stake in children and youth.

No longer, however, can we let the matter rest with child or youth policy since one of the more interesting contemporary movements, community education, is devising policies in the setting of lifelong or recurrent education. Part of our problems is indeed the difficulty of isolating educational issues and problems for analysis and action. This is necessary if they are to be addressed at all, yet to separate them from wider social considerations is to guarantee that they will be inadequately defined and that programmes will fall short of effectiveness.

The larger problems of public education widely canvassed over the past five years or so all demonstrate that our preferred method of ad hoc treatment of those that are most noisily presented or which seem good political bets is itself part of the problem. Since the Great Debate – which exposed a multiplicity of needs, but has not been able to initiate combined action to meet them – there has been a great plethora of proposals, policies and programmes.

It is worth nothing that it is on secondary schooling that our deepest doubts and anxieties are centred. The programme review and coordinated development proposed later in this article needs to be focused on the secondary school, but only on the understanding that there are serious primary-secondary and secondary-post-secondary discontinuities to be addressed.

But, it will be said, are not all these discussions and activities, these reports and programmes, evidence of a lively field of endeavour: education healthily readjusting? In reality, much of it is busy work with far too little to show in the life of the school. For too long we have accepted that educational policy and action are best approached in a piecemeal fashion. We take it for granted that the exertions of interest groups and lobbies in and out of local as well as central government, combined with one-off reports and research studies give us a basis for professional action.

Alternatively, the belief is growing that authority in the system is shifting from numerous and varied local bases to a handfull of central politico-bureaucratic sites. For the youngest children, Health and Social Security; for the middles the Department of Education and Science; and, for the oldest, either the (consolidating) examination boards or industry, employment and the Manpower Services Commission. An oversimplification, this nevertheless discloses a powerful centralizing trend in need of appraisal.

The vacuum

The decision by Government, after the Plowden Report in 1967, to leave the Central Advisory Council for Education in abeyance has produced a vacuum in national policy-making which has been inadequately filled. The reports produced by the advisory council may not always have been a useful source of national policy thinking, but they did provide a focus for informed debate, helping to reconcile the frequently diverse positions advanced by the numerous interest groups. The Schools Council, an aspirant for this role, has been unable to fulfil it satisfactorily for reasons that would require another article.

Whereas many officials found in the reports of the CAC an unacceptable bifurcation of policy proposals and responsibility for their implementation, it is precisely this ability to take a comprehensive, politically detached and somewhat utopian view that was their greatest value. Providing a forum in which groups can actively participate in the formation of a major policy initiative seems just the kind of opening up of decision-making and broadening of education beyond the immediate necessities of politico-bureaucratic management that our dilapidated structures need.

A national system?

As to what are the requirements of a successful national forum, opinions differ. Mere talking shops commend themselves to nobody, so let's lay that particular bogey. Some go so far as to say that the very idea of a national forum, such as the convocation enshrined in the Schools Council's 1978 constitution, was doomed to failure because of the structure of our education system. Ostensibly a national system locally administered, all too often it appears as loose congeries of warring factions. Others have argued that the structure more or less adequately embodies the English (and Welsh) genius for compromise and reconciliation of differences but that the real problem lies in the chicanery of one of the partners.

Structually, we do have an array of agencies and associations, engaged not only in administering the system but in formulating and representing the view of major interest groups, shaping policy, planning and sponsoring and undertaking research and development work. Taken as a whole, they provide resources, experience and expertise far beyond what any one of them in isolation commands.

But just because they are so much an established part of the system, with their own resources, programmes and structures, they have a remarkable capacity of going their own separate ways, interacting and relating perfunctorily in committees or in situations of crisis or tension. There are plenty of examples: the major stand-off by teachers' unions, local authorities and the DES on the future of the Schools Council; poorly articulated structures for policy, decision-making and resource allocation in further and higher education; the running opposition between the Government and the Social Science Research Council; the lack of any formally established means of bringing about coherence let alone policy planning for the educational research and development enterprises of the National Foundation for Educational Research in England and Wales, the Council for Educational Technology, the Further Education Curriculum Review and Development Unit, the universities/polytechnics and the research budget of the DES; the deep frustration experienced by the voluntary bodies and the apparent impenetrability of the policy and decision-making processes. To all of this must be added a dangerous compounding factor, namely the widely publicized and frequently fanned criticisms of the performance of schools. The mixture of popular and professional criticism has served to generate widespread unease about schooling, which no government, locally or notionally, can ignore.

In thinking about national policy problems, we have to keep constantly in mind three levels of significant decision-making. First, options need to be addressed at Westminster and in Whitehall; second, in local government; third, relationships between schools and their communities and within the schools themselves are undergoing major changes in the wake of the moves to strengthen community control, to foster school self evaluation and to widen parental choice – for some parents at any rate. We could add that in a democracy large public, professional enterprises like education have to forge policies that are participatory – they must not be left to officials and politicians.

Few concerned about the future of schooling in this country believe we are not already in a situation of crisis at all three levels. Yet there is nowhere a shared, communal view about the future for education which can be formed and shaped in a practical fashion.

Where a major national crisis – or scandal – can be demonstrated and where public concern is such that government action is inescapable, a favourite device is the royal commission. Governments are reluctant to set them up and professional and lay groups alike have come to see them as all too likely to be a substitute for action.

Policy structures

Having ruled out the methods of royal commissions – and let's do the same for review conferences, which in the nature of things open up issues but don't carry forward to action – what have we left? Essentially, there are two alternatives. First, and as the cynics will say, most likely, is the continuance of our present policy of linger and lurch: linger as long as possible while problems mount up and then, when the din of protest becomes unbearable, lurch forward by declaring something as a need, a priority. The debate in secondary assessment and examinations over the past two decades perfectly illustrates this procedure.

One of the predictable consequences of linger and lurch as a general strategy for public educational policy is increasing entropy leading to the ultimate collapse of the system. Presumably this is not what we want.

National forum

The second option I shall call "building up a community of interest". By this I mean that the DES, local authority associations, teachers' professional associations (including unions), the major national educational r. and d. agencies, such as NFER, CET, FEU, BTEC, the Secondary Examinations Council, the new Curriculum Council as and when it is formed, and the advisory bodies, such as the Advisory Committee for the Supply and Education of Teachers, and the various other associations involving parents, unions, and so forth, have to be brought together in a three stage operation.

The first stage is stock-taking: an assessment of the fundamental achievements and problems of public schooling, a review of trends, present policies, issues and forecasting possible or desirable futures: all in an open context of "education now and in the future," not according to a preset bureaucratically or politically defined agenda. For this we need, not a permanent commission of a super-educational parliament, but a well coordinated set of reviews, conferences, studies by existing government agencies.

The second stage is the determination of policies, programmes and procedures (a) according to the individual and distinctive responsibilities and prerogatives of each of the participating agencies; (b) as they may be worked out and implemented cooperatively. Since the agencies I have mentioned already have policies and contributions to make to national policies, what is distinctive of this stage is the attempt to focus them on agreed common concerns, with accepted priorities and mutual reinforcement of effort. The third stage is exchange of information and ideas, evaluation data and continuing monitoring and review.

The essential feature of all of this is deliberate effort to engage the major interests and agencies in collaborative review and development programmes with an agreed priority.

What I have suggested is that we select the "programme of the secondary school". In name comprehensive and providing a sound education for all, in reality the secondary school is neither comprehensive nor able to meet the numerous but not unreasonable demands laid upon it. The essential problem is defining an educational programme for *all* youth and then combining our scattered resources to maximize not only opportunity but also effective learning by *all* students. This is a national problem, a national need and, I believe, the most serious national challenge in education in this decade. To the objection that such an undertaking undercuts the prerogatives and responsibilities of Parliament and local authorities the answer is, first, that it is the redefinition of all that that is partly at stake and, second, that it would be a peculiarly arrogant view of elected government that questions collaboration and cooperation with professional and lay bodies.

The second objection is the practical one: who is to organize and steer the proposed convention, and who is to keep up the initiative? For all of this we need some kind of coordinating committee, a mixture of diplomats, administrators, and educationalists, which the Secretary of State for Education and Science ought to convene.

In its endeavour in the late seventies to take a national initiative in the curriculum DES, rightly in my opinion, defined needs, embarked on a positive interventionist programme and has followed through not only with *The School Curriculum* but with its firm insistence that the l.e.a.s and schools should take seriously school review and self-evaluation. However, what the DES has thus far failed or perhaps not attempted to achieve is to bring about the willing, shared involvement of the major organizations and agencies of the educational profession. Equally damaging, it has advanced a view of core curriculum which is inadequate for all students in our schools, has been explicitly rejected by powerful professional bodies and cannot be implemented. These shortcomings can, however, be remedied.

Short of establishing vast new structures of a highly directive character and fundamentally changing the rating and rate support system, no government department or agency, however well-moneyed, can advance into the heartland of school policies, curriculum, organization, resources and staffing unless it works closely with those who do in fact have authority for schooling and works in such a way that agreements to act are fully and carefully worked out and implemented.

There indeed is another of our fatal weaknesses: a tendency to rely on good sense and practical wisdom in implementing policies, plans, programmes and ideas instead of devoting the essential energy and time to front-end planning organization. This is a lesson we once taught the world and now have to relearn.

I have, I hope, avoided the pitfall of proposing single remedies for complex problems. To focus our energies and resorces on a fundamentally important dimension of public schooling, the programme of the secondary school, is what we need more than any set of one-off interventions. If we can succeed in bringing out the interrelationships among these problems and addressing them cooperatively we may just be able to escape from the doubt and pessimism that have descended upon education. The question is whether we are prepared to reaffirm the idea of partnerships, not as a political slogan, but as the force behind a determined drive to reaffirm the central role of the school in the education of our society.

Malcolm Skilbeck is professor of education, University of London Institute of Education, and director of studies, Schools Council.

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PRIMARY

Women staff's dilemma: 'nice' girls versus 'creative' boys

by Hilary Wilce

Women primary teachers have a more ambiguous relationship with girls than boys in class, a London conference heard last weekend.

Ms Valerie Walkerdine of London University's Institute of Education, told a Girls and Mathematics Conference that women, who form the vast majority of primary teachers, are often reminded of themselves by their girl pupils. She added: "Especially the hard workers, not the high flyers – they are the ones they couldn't be."

Girls tended to be described as kind, nice, helpful and hard working while boys were considered more creative and able to think laterally, and their naughtiness was treated with affectionate tolerance. In trying to win approval girls feel "compelled to produce behaviour, the very characteristics of which are not seen to produce proper success."

Yet this behaviour did not come naturally to girls, Ms Walkerdine argued. They had to struggle to suppress "bad qualities of anger and opposition.

Girls' achievements in mathematics have always been viewed as "right" work produced in the "wrong" way. Yet girl pupils are conditioned to producing the very kind of meek and diligent behaviour which is seen as being at odds with ideas of brilliance.

Historically, theories of cognitive development and child development had viewed women in terms of their reproductive functions. For a long time it was seen as dangerous to educate women at all, and later, women were seen as naturally caring and so – if they were up to it – they could be trained for the caring professions such as teaching or nursing.

"They were clever enough to be trained to observe and nurture development in others, but not clever enough to be brilliant".

"The problem of female success is that it shows up male failure", Ms Walkerdine argued.

Other speakers at the one day conference reviewed Assessment of Performance Unit work on maths attainments and attitudes to the subject.

Ms Hilary Shuard, deputy principal of Homerton College, said research had shown that girls assumed they would run into difficulty with maths, and thought that maths was complicated. Boys, on the other hand, thought they understood maths, assumed they would usually get it right, and didn't think it was difficult.

In fact, at the primary stage girls tended to do better in straight computation, while boys did better when verbal problems had to be translated into mathematical computations.

NAPE calls for higher standards

by Virginia Makins

More teachers and better resources for primary education are demanded in an open letter from the National Association for Primary Education to all election candidates.

Falling rolls have led to falling standards, say NAPE. Primaries need staff who can lead in vital curriculum areas such as mathematics and science, and small schools need support from visiting teachers who can add to the expertise of staff.

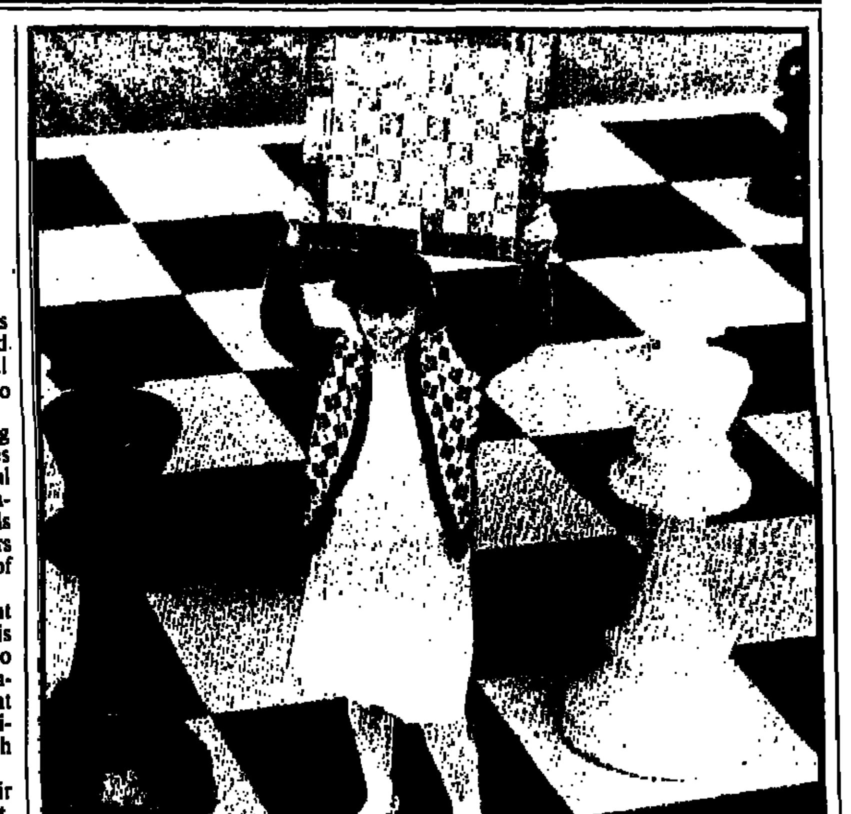
With more children being taught in mixed age group classes, it is becoming much more difficult to match children's work and their individual needs. "Yet every parent and every teacher knows that individual attention is the key to high standards of achievement."

Candidates are asked that, if their party forms the next government, they should ensure that primary education gets enough trained teachers, good buildings, and books and equipment. They are asked not to worsen any further the balance of resources between primary and the later stages of education.

NAPE also call for more positive encouragement to help parents and teachers work together. Teachers need more time to visit homes, and parents need to be helped to be active partners in school, says the association.

They also call for expansion of all kinds of nursery provision, with more schools, better support for playgroups, and the setting up of more family centres which combine the best features of both.

"For too many years primary education has been neglected, and this can no longer be afforded by the nation", says the letter.



Double take: London winning team captain Marie Gallagher shows off the Teachers' Assurance Under 11's Chess trophy. Last month a junior London side also carried off the Under 9's championship.

Court threat over conditions

The governors of a Suffolk primary school have threatened to take the county council to court over what they claim are appalling conditions at the school.

Gislingham Primary School, which has 69 pupils, has been dubbed the worst in Suffolk and the governors claim that classrooms are overcrowded, the roof leaks, and the walls let in wind and rain.

The Reverend Laurence Trender, the local rector and chairman of the school's governors, believes the school does not meet requirements laid down by law.

The head, Mrs Jeanette Middleton, said: "The conditions are making our job very difficult. Slates fall from the roof in bad weather and we have to chalk off an area round the building for safety. There is an acute lack of space."

A spokesman for the Tory-controlled county council said there were no immediate plans to replace the school but added that there had been many letters of complaint.

NEWS

Morale nosedives over low public opinion

by Bert Lodge

Teachers who fail to control classes of at least 30 adolescents for more than 30 hours a week face unfair comparisons with other groups with responsible jobs, according to a pamphlet out today.

For teachers would be blamed for any lack of control and declared incompetent, says the Association of Christian Teachers.

But a similar view is not taken of, say, police failing to control six football hooligans or a doctor failing to save a patient.

Teachers whose pupils turn out illiterate, immoral or irresponsible get bad reputations, says the association in a pamphlet on teacher morale.

"Public opinion about teachers is too low to be good for anyone," the association says. "Teachers' morale has reached a morbid condition that threatens any hope of acceptable professional performance."

The job is exceptionally demanding; a teacher has to safeguard each child as would a reasonable parent yet no reasonable parent is ever responsible at one time for 30 of his own children.

However odious teachers may appear to parents, little enthusiasm, is shown for the idea of taking back from teachers the daytime care of children.

"We are not saying that all criticism of teachers is unjust. Teachers have, in the last 40 years, sometimes talked as if the world could be saved by education . . . we know that the existence of the Manpower Service Commission testifies both to something lacking in schools and to alternative preparation for survival in a harsh world." But some criticism is so venomous that teachers become ashamed of their professional identity.

Teachers' morale: ACT, 27 Spring Gardens, Garston, Watford. For one copy send SAE. Further copies 3p each, plus postage.

Move to halt Surrey axe

Surrey teachers are uniting against the axing of 84 posts which the Conservative-controlled authority says must go to meet this year's pay award.

Leaders have been told that 74 jobs in primary and secondary schools must be lost and a further 10 jobs must go in further education by September. This is an addition to 230 posts already earmarked.

The National Union of Teachers has declared a collective dispute with Surrey and other unions have offered support.

The authority budgeted for a 4½ per cent pay rise, less than the 4.98 per cent award eventually agreed in the Burnham Committee.

Mr John Martin, senior assistant county education officer, said compulsory redundancies were not being considered. But if the posts could not be lost by September, the authority will consider whether more money could be found.

Mr David Hart, general secretary of the National Association of Head Teachers, said that any county which had set aside so little for teachers' pay was guilty of monumental miscalculation.

Classroom briefings on work experience

by Nick Wood

Shop stewards and line managers will be going into Birmingham schools to arrange work experience for youngsters chosen for the city's £5m four-year experiment in running a technical and vocational stream alongside the traditional curriculum, it was disclosed this week.

Mr Chris Lea, a 43-year-old grammar school headmaster from Sherborne in Dorset, who has been appointed to run the project, one of 14 that the National Technical and Vocational Education Initiative is setting up from September, said that 25 "industrial tutors" would be taken on part-time to guide youngsters through their first taste of life on the shop floor and to arrange placements.

Typically, they would come into school once a week for a couple of hours to see their pupils. Each tutor would have 10 youngsters under his care and would aim to see them at least once a month.

Mr Lea said he had been encouraged by the initial response from parents and children to the project which involves eight schools in the city and offers a total of 250 places rising to 1,000 in four years' time.

"We are getting a very good spread of interest and covering a wide ability range. We're getting the most able and the least able, not just those in the middle."

Heads, who have the job of choosing the 14-year-olds to start the course, were having to turn some away, he added.

Birmingham parents were told of the project in a letter from Mr John Crawford, the CEO.

"The emphasis throughout the courses will be directed towards technical and vocational studies and related to likely employment needs and opportunities," he wrote.

"All pupils will follow a curriculum which includes a choice of specialist courses in technology, business studies or personal and caring services."

THE TIMES SUPPLEMENTS' REPRINT SERVICE
SCHOOL VISITS
In February this year The Times Educational Supplement published a special 16-page feature on School Visits. It gives details on day trips to various museums, the Stock Exchange and historical buildings all round the UK as well as covering Venture Weeks, a 'Do-it-yourself Europe' survival course together with tips on how to make your school visits enjoyable occasions for both pupils and teachers.
This is now available in reprint form, price £1.00 and can be obtained by sending a cheque/postal order made payable to Times Newspapers Limited (no cash please) to Frances Goddard, The Times Supplements, Priory House, St John's Lane, London EC1M 4BX.

NEWS

In brief . . .



Visiting professorship

Mr Peter Mitchell (above), head of the pioneering Quintin Kynaston comprehensive school in London, is to take up a visiting professorship at the University of London's Institute of Education in the autumn. During his period at the institute, expected to last two years, Mr Mitchell will review teacher training methods, drawing on all the experience he has gained as head of inner London's first community school.

The institute will be seeing other major staff changes this year. Professor Denis Lawton, now deputy director, will take over as director from Dr William Taylor, who is to become principal of London University. The post of professor of educational administration has yet to be filled. It was formerly held by [illegible] who resigned to become deputy education officer at the Inner London Education Authority.

Better effort

The Department of Education and Science does slightly better than most other major government departments in the proportion of disabled people it employs, according to figures from the Department of Employment. They show that the DES has 59 (1.7 per cent) disabled employees. This compares with 0.6 per cent at the Home Office, 1 per cent at the Energy Department, and 1.5 per cent at the Foreign Office.

Discipline verdict

A governors' disciplinary inquiry into a Lancashire primary school teacher's refusal to teach a child he claimed was disruptive has concluded that no action should be taken against him. Mr Graham Wilson, a teacher at Thames County primary school, Blackpool, was suspended on full pay for two weeks because he refused to teach a nine-year-old girl on the advice of his union, the National Association of Schoolmasters/Union of Women Teachers.

Sexism suit fails

An industrial tribunal has dismissed a teacher's claim that sex discrimination cost her promotion.

Mrs Joan Peyton, aged 43, of Broadway, Fleetwood, took Lancashire Education Authority to the tribunal at Liverpool after she was passed over for the post of deputy head at Cardinal Allen high school, Fleetwood.

Jobs campaign

The Inner London Education Authority has advertised several hundred Scale 1 posts in its weekly newspaper *Contact* in the hope that a big redeployment exercise will be largely voluntary this year. A similar campaign was run by the ILEA last year. The difference now is that the scheme has been extended to all teachers on part-time and temporary contracts of employment, who have the equivalent of one year's continuous service with the authority.

Burnham party on right track

ELECTION '83

Philip Venning follows up issues raised in last week's *TES*/NOP poll

The willingness of many teachers to have their pay and promotion linked to an annual assessment, revealed in a recent *TES*/NOP poll, was welcomed this week by some union leaders as a sign that the Burnham structure working party was on the right track.

Mr Nigel de Gruchy, of the National Association of Schoolmasters/Union of Women Teachers, said that they had been pushing it for years. "Teachers, whether they like it or not, are assessed now, but in a haphazard way. It is a lottery."

Some local authorities based appointments on a rational assessment. Others had a cursory procedure. A proper system of assessment, agreed in the working party that is looking into salary structure, could only lead to a fairer system and an improvement all round.

Mr David Hart, of the National Association of Head Teachers, said that the issue was too complicated to be answered by a simple opinion poll question. But the answers did reflect what I hope becomes a widespread view, that unless we make progress in the Burnham working party the prospects for teachers of increasing their salaries and promotion chances are remote".

Teachers were beginning to grasp that this was the only way they would get the sort of increases awarded to the police, doctors, and other groups.

Mr Fred Jarvis, of the National Union of Teachers, said the result was interesting but the question too general to lead to any clear conclusions. Nearly half the teachers in the sample favoured assessment, but that was no guide to whether the unions would accept what was being proposed by the local authorities.

The fact that teachers would be voting for all political parties confirmed the NUT's view that they should be non-partisan. The current education campaign being run by the union should appeal to teachers whatever their party. The threat of education vouchers had helped prompt the campaign, Mr Jarvis said. He was pleased that there was so much opposition to them.

Though teachers had once again argued in favour of corporal punishment, they had to recognize that the legal decisions in Strasbourg made a difference – a view shared by Mr Hart who felt that many teachers were being unrealistic in trying to keep it.

Mr Hart was also worried by the question which showed that many secondary teachers thought primary teachers did a poor job in preparing their pupils for secondary schools. The result implied that the secondary teachers did not understand the problems faced by the primaries, particularly as a result of the cuts. Better primary/secondary liaison was essential.

Lack of resources might be the reason that a significant number were unhappy about having handicapped children in their classroom.

The poll also revealed that nearly 80 per cent of teachers agreed that all pupils should have a vocational element in their course after 14. This came as no surprise to the NAS/UWT, Mr de Gruchy said. At the time of comprehensive reorganization they had pointed out that secondary modern children would not be interested in comprehensives that were simply enlarged grammar schools. They had always wanted vocational education to remain in the curriculum.

Mr John Coe, chairman of the National Association for Primary Education, said that the views on how well primary schools prepared their pupils reflected the gap that still exists between the aims and methods of most primary schools and the aims and methods of some secondaries. The 17 per cent of primary teachers who felt that primary schools did not prepare the pupils satisfactorily for secondary schools were criticizing the secondaries as now constituted.

Mr James Cummings of the Royal Society for Mentally Handicapped Children and Adults said that the apparent opposition of some teachers to accepting handicapped children contrasted with a MORI poll last year which showed that only a handful of parents were worried about the integration of the handicapped.

He was not surprised by the results – so much depended on resources, whether the individual school was suitable, and how much staff training there was.

On the divided opinion on peace studies, a spokesman for Teachers for Peace said that many people did not understand what peace studies meant. They favoured a broad and even-handed approach, not simply about nuclear weapons, that decided most teachers could accept if it was not presented in a partisan way.

A spokesman for the Commission for Racial Equality said it was "very, very encouraging" that teachers felt a stand should be taken on racism. This indicated that more teachers in areas that were not multiracial accepted the need to recognize that Britain was a multiracial society.

The video violence that leads to sexual harassment

by Hilary Wilce



Video Nazi: Extravagant violence with stereotypes of brutal, macho men and female victims may be encouraging a contemptuous attitude to women among schoolboys

Violent videos are contributing to the rise of sexual harassment in schools, according to a teacher in a north London comprehensive.

Writing anonymously in the feminist magazine *Spare Rib* the teacher notes a recent increase in the number of school work stories written by boys which contain "vivid descriptions of women being subjected to torture – using images straight out of the violent videos which are becoming widely accessible and even acceptable to some".

These stories add to an already tense environment of women-hating graffiti, sexual advances and assaults, visual displays of male supremacy, and "messages on walls and desks telling us that 'Miss———— is a slag' or '————— is a pro'," the author maintains. Boy pupils are "constantly pushing, pulling, thumping and practising their karate punches against the wall, (as) they endlessly demonstrate how macho they are".

"Verbal sexual abuse has become so common as to seem normal. Men and boys constantly comment on the size of our breasts and ask direct questions about our 'sex lives'. A great many of the boys easily use words of abuse towards us . . . Male colleagues subject us to suggestive comments about our appearance, our looks and pass their judgements with appraising glances and sneers.

"Against this more or less everyday onslaught, there is the not uncommon incidence of boys groping and pinching us, or rubbing themselves up against us . . . And most of us know personally of women teachers who've been directly sexually assaulted."

Her observations form part of a number of views from teachers and pupils of sexual tension and violence in schools.

Cookery teacher quits in assault row

by Nick Wood

A clergyman has quit his job as a cookery lecturer, complaining that he had been wrongly accused of physically and sexually assaulting a 17-year-old deaf girl student.

The Rev Peter Miln, who works at Burton-on-Trent technical college in Staffordshire, said he was accused of throwing a wooden spoon at the girl and of "poking her on the breast".

The dispute arose from a complaint by the girl's father after an incident in Mr Miln's cookery class.

An inquiry conducted by Mr Peter Fearns, the vice-principal, subsequently cleared Mr Miln of any impropriety, but he has since resigned. He says the college has blocked his attempts to extract a written apology from the girl's father.

Mr Miln said that his class of five contained two deaf girls from The Royal School for the Deaf in Derby.

"One of the deaf girls was making a pig's ear of her soup. Finally, I sent her out of the kitchen and made the soup myself. Her friend, who was making ghoulash, was watching.

"I went over to her and made one or two points about the blasted ghoulash over where she was going wrong.

"The next thing I knew was that a serious complaint had been made against me."

Mr Fearns said that the suggestions of sexual and physical assault resulted from misunderstandings in a telephone conversation between the girl and her parents in London.

After the girl's father had telephoned him, repeating what his daughter had said, Mr Fearns interviewed Mr Miln and passed on the details of that conversation.

"It was a repetition of a conversation, not an accusation against Mr Miln", he said.

Mr Fearns said he had spent the rest of the day investigating the incident. The suggestions of physical and sexual assault were not repeated by the girl or her parents, who visited the college, nor were they substantiated by others present in the class, he said.

"There's no doubt Mr Miln lost his temper and removed one student from the class. He had been very angry and this girl had been distressed by his anger.

Mr Miln said: "However groundless such charges may be, their very levelling leaves a taint".

The incident had "jolted" him into seeking another job and he was now moving to an equivalent post in Birmingham.

Mr Fearns said: "The parents made no accusation of assault, certainly sexual assault. They were concerned to look after their child. It was not a malicious or vindictive attempt to find Mr Miln guilty".

Research on maths for low attainers

The Department of Education and Science is to fund three studies in a programme of research and development arising out of the Cockcroft Committee's recommendations relating to the needs of low attainers in mathematics in secondary schools.

The projects, due to begin in September, will continue for three years. One will be carried out by the NFER, a second by the School Mathematics Project (SMP) in association with Suffolk county council, the Chelsea College Centre for Science and Mathematics Education, and the Oxford and Cambridge Schools Examination Board, and the third by the West Sussex Institute of Higher Education with six local education authorities.

The NFER and SMP/Suffolk studies will investigate the feasibility of graduated tests as a means of providing evidence of the achievement in mathematics of lower attainers.

The aim will be to devise tests which will support, and not conflict with, the provision of suitable mathematics courses in schools. They will be based on the foundation list of topics which the Cockcroft Committee considered should form part of the syllabus for all pupils, and the greater part for the lowest 40 per cent of the range of attainment in mathematics.

The aim is to develop a range of tests in several modes; not only written tests but also practical and oral tests which can be taken by pupils in stages, after each piece of work has been completed. Criteria will be developed for each level and the tests which will indicate when work has been covered successfully.

The West Sussex Institute of Higher Education study will be concerned with initiating changes in teaching styles and classroom practice for lower attaining pupils. Its development will be based on the Cockcroft foundation list of topics and involve pupils in a wider range of mathematical activities.

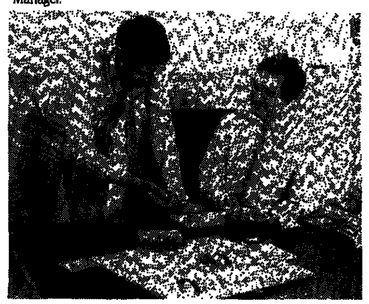
The three studies will be carried separately but links are to be developed between them.

Total involvement that shows.

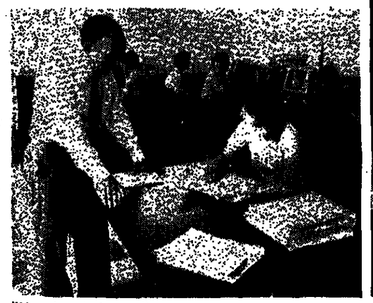
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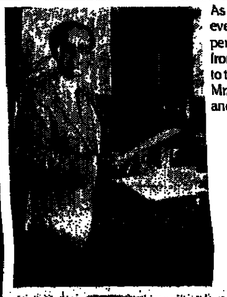


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NEWS

Richard Garner reports from the National Association of Head Teachers' conference in Harrogate

President accuses Government of bringing back old social divisions

Government education policies could return Britain to the days of rulers, artisans and untouchables, said Mr John Swallow, president of the National Association of Head Teachers, in his address to the association's annual conference.

Mr Swallow, head of Ongar comprehensive in Essex, said it was an "immoral use of scarce public resources" to provide assisted places at independent schools. If the word "independent" was to mean anything they should fund themselves.

Mr Swallow attacked what he described as the Government's "politically-motivated voucher scheme".

Sir Keith Joseph's expressed concern for the bottom 40 per cent and for technical and vocational education for some had to be viewed in the light of the existence of the assisted places and voucher schemes.

He added: "Pilot schemes are now under way in both these areas, as you all know, and must now be seen not as the altruistic measures they are officially described as (the salvation of the young unemployed betrayed by their uncaring teachers) but as an essential part of the grand design to divide and to stratify society so that we move back to rulers, to artisans and to the 40 per cent of the untouchables."

Mr Swallow said there was no shortage of work only a shortage of paid employment. He added: "To pay people to do nothing is clearly an absurdity when they could, for example, be initiated into looking after either the very elderly or the very young, into actually building the Channel Tunnel, or into improving or adding to our community services.

"What we do presently is to glorify the makers of garden gnomes as the benefactors of society simply because they make money, while at the same time we institute a further remedial subterfuge which this time we call the Youth Training Scheme, which is pure paternalism and nothing more, and which is now creating two nations between 16 and 19 – those who move to higher education under the aegis of the Department of Education and Science and everyone else under the aegis of the Manpower Services Commission."

Attack on Kingswood TV series

A strong attack on the BBC-TV series about Kingswood comprehensive school was launched by Mr David Hart, general secretary of the NAHT, when he addressed the annual conference.

Mr Hart said both major political parties had their extreme fringes "whether it be Brian Tyler, headmaster of Kingswood comprensive school, who described teachers in independent schools as educational prostitutes, or Professor John Honey of Leicester University, who, at a conference earlier this year, launched an outspoken attack on the state system and made allegations about its truancy, its drugs and its alleged 50 per cent of school leavers without a worthwhile qualification".

Mr Hart said that Mr Tyler had played a central role in a series which had "significantly damaged the cause of comprehensive education".

"Accordingly," he added, "the extreme and intemperate language he used about our colleagues in the independent sector will only serve to antagonise yet more of the uncommitted parents and others who genuinely wish to see the maintained sector thrive but who might yet believe the grossly exaggerated ramblings of the likes of Professor Honey."

His main concern about the BBC series was that it placed undue emphasis upon the need for comprehensive


Kingswood head Brian Tyler

schools to have a heavy commitment to the needs of the less able instead of arguing that any school which was not a "caring establishment" should not exist.

Government plans to introduce an education voucher system would be an "unmitigated disaster", added Mr Hart, and "optimistic noises to the effect that the Conservative manifesto gives no encouragement to the supporters of vouchers are – in my view – misplaced".

"The manifesto does not reject vouchers and its vague wording only reinforces the need to oppose this system until such time as it is finally dead and buried."

Go-it-alone on pay approval

A paper which argued that head teachers should negotiate their own pay deals was endorsed by the conference.

The paper – prepared by the association's leaders – coincides with discussions on restructuring teachers' pay taking place between teachers' leaders and local authority representatives.

It argues that headteachers' pay should either be negotiated separately or within a sub-committee of the Burnham committee which is responsible for negotiating the profession's pay levels.

The paper also supports moves initiated by local authority leaders to reward classroom teachers "of proven excellence". It says that such teachers should be able to take advantage of a system of accelerated movement through a pay scale".

It also suggests that there should be a short entry grade for newly-qualified teachers lasting four years during which teachers should be given induction training and counselling.

There should be a main professional grade longer than the current spread of Scales One and Two – but there should be merit bars to this main grade and progression through them should be the subject of an agreement on methods of assessment of individual teachers.

The paper says that safeguarding teachers' salaries at a time of falling rolls has meant that many teachers have tended to tie themselves to their own schools instead of moving.

It warns that management and teachers' leaders "appear to be adopting static, polarized positions" over the salary restructuring talks and that "little progress is being made".

During this year's negotiations it was agreed that a working party looking into the restructuring of teachers' pay would continue to meet over the next 12 months.

The teachers' side is seeking automatic progression through Scale One to the top of Scale Two. The management side wants to introduce some form of competence assessment.

Guidelines on caning set out

Schools wishing to retain the use of corporal punishment, must inform parents, says a paper on discipline [illegible]

It says that there is nothing in last year's judgment from the European Court of Human Rights "that would prevent a school from making it clear to parents when their children are admitted that corporal punishment is a sanction employed at that school, nor does it stop schools from using corporal punishment for all those pupils whose parents have not expressly stated their objections, providing that the use of corporal punishment is not rightfully forbidden by the local education authority".

Last year's ruling was that two Scottish mothers did have the right to insist that their children were not subjected to corporal punishment.

The NAHT paper adds: "At the moment it is untrue to say therefore that the European Court has declared all use of corporal punishment contrary to the European Convention on Human Rights".

The paper also lays down guidelines for the use of corporal punishment, saying that it is "inadvisable" for men to administer it to girls and that "under no circumstances should corporal punishment be administered to girls from the age of puberty upwards, except on the hand".

The paper stresses there is a need to reward pupils' good behaviour as well as to punish those who behave badly.

Headteachers should have "a fairly long and varied list" of sanctions available for pupils "on the grounds that it is not sensible to reach the ultimate sanction too soon".

More NAHT conference reports next week

Virginia Makins and Biddy Passmore summarize findings on seven primaries

Lincolnshire budget imposes tight rein

Running primary schools in Lincolnshire, is not easy, according to HMI reports on two of its primary schools. At the Lea Frances Olive Anderson Church of England school, with 140 children and five staff, the head has to double as a full-time class teacher.

His school is short of books and equipment for mathematics and science, and needs redecorating. He gets 12 hours secretarial help and four hours ancillary help – too little when there are four-year-olds in the reception class, say HMI.

The school attempts a "reasonably broad curriculum". Much is left to teacher's initiative, and they make considerable use of broadcasts and commercial texts. Children read and write competently.

Mathematics for juniors is based on two commercial schemes plus daily exercises, which are not linked to the topics being studied. The schemes make for continuity but at a "pedestrian pace" for some children. There is some good topic work, but more use could be made of primary sources and the local environment.

HMIs suggest that the school could do with more curriculum planning to promote continuity and progress, and that this would be helped if the head had time to work alongside other teachers.

Osgoodby primary school, also in Lincolnshire, has 60 5 to 11-year olds in a rural area. Parents raise over 25 per cent of the normal capitation allowance: even so the school is short of library books, equipment for science, and outdoor climbing apparatus (the school has no hall).

Recently the staff establishment has been subject to many revisions: at the time of the inspection there were three teachers. HMI hope for a "reasonable period" of stability. There is no paid ancillary help.

Both here and at the Lea school, HMI find there are regrettably few discussions with the secondary and other primary schools on curriculum.

The school gives a lot of time to reading, and reading for pleasure is encouraged. Work in mathematics is developing well. Once again, HMI suggest using more first-hand experience in topic work. There is a wide range of work in art and craft.

HMI praise the caring and hard-working atmosphere and commendable results.

In some ways things are easier in Coventry. Generous in-service training has contributed "substantially" to the standards of work at Bell Green primary and resources are good.

The school has a social priority allowance, and support from a Community Education project. There are 131 pupils, 20 per cent of them from ethnic minority backgrounds.

Links with parents are impressive, say HMI. There is a flourishing mother and toddler group, led by two mothers who have taken an Open University course, and the reception teacher is available when they meet. The group makes for easy entry into school, close parent-teacher relations, and the benefits of good play opportunities for young children, say HMI.

The reception teacher also visits the homes of all the four-year-olds about to come into the school, and leaves a pack of "home to school materials".

HMI praise the early work in language and reading, and the way the school encourages children to read. Conversation is encouraged. Music, movement, drama, PE, and the imaginative use of stories all contribute to language development.

HMI reports

HMI reports are available from the Department of Education and Science, Publications Despatch Centre, Honeypot Lane, Stanmore, Middlesex HA7 1AZ. Also available from l.e.a.s.

Children with special difficulties are tactfully dealt with – sometimes working with fluent readers, sometimes individually with the class or another teacher. This avoids the sense of failure that can come from the routine withdrawal of remedial groups, say HMI.

At Holy Name Roman Catholic school in Sandwell, HMIs were worried by the sharp transition four-year-olds faced when they left a wide-ranging, and informal nursery class with a staff pupil ratio of 1:10 and went into a rather formal reception class where the ratio is 1:30.

HMI question the heavy use of expendable workbooks in infant classes: "They are expensive and have only limited usefulness." They say that few children find the basics difficult – they are "helped considerably by parents" – and in some classes the work is too formal.

They found too much "copied writing", and some over-reliance on class teaching in mathematics. There should be more discussion and investigation in mathematics.

Geography and history are taught as "integrated studies" and HMIs found much of the work "undemanding" and lacking in "coherence and progression". HMIs approve of a team teaching arrangement for art and craft at the top of the school.

More curricular discussion, and less reliance on textbooks and teacher exposition, were also recommended for another Roman Catholic primary – English Martyrs, near Biddulph in Staffordshire.

The school has 115 children. A lot of the work relies on teacher exposition and textbooks; HMI call for more first-hand experience and open-ended investigation.

Few children turn readily to books for information – and library books are not classified or indexed. Standards of writing are good, and the HMIs approve the effort made to interest the children in poetry.

In maths "children seemed unable to apply their considerable computational skill to problem solving", and in history there is "an over-emphasis on the acquisition of facts." Overall HMI found some promising work, which might form a basis for curriculum development.

The same themes recur in a report on Tarleton Mere Brow Church of England primary school, in Lancashire, which has 81 pupils. Although its staff work hard to achieve "very satisfactory standards in basic literacy and numeracy" HMI say more emphasis now needs to be placed on practical learning and broadening the curriculum.

In English, for instance, the inspectors found too much concentration on worksheets in the infant department, leaving insufficient time for independent writing. And, in the junior department, written work is biased towards exercises connected with the reading scheme which were "not demanding and time-consuming for more able children.

Mathematics work also stressed formal exercises at the expense of practical application, with too little use made of the apparatus and equipment.

However, HMI found examples of promising work in English and art. They also commend the good relationships between staff and children and strong links with the community.

"First class" pupil-teacher relationships were found at Bredbury county primary school in Stockport, which has 250 pupils. HMI also saw several examples of good practice, including a systematic approach to reading and imaginative use of the local environment, such as a display and discussion on a planned motorway extension.

There were some gaps, however, notably in history, where very little work was being done. In maths, computation was once again, being over-emphasized at the expense of practical application, and there was insufficient progression and continuity.

TES reporters go out to the hustings to see how three educationists are fairing as election candidates

ELECTION '83

In the fast lane

Pramila Le Hunte, head of English at North London Collegiate School in Edgware, is putting every last ounce of effort into wresting the constituency of Birmingham Ladywood back from the Labour Party.

As Conservative candidate, Mrs Le Hunte, who has four children – the youngest of whom is 19 and at Cambridge University – also aims to put the constituency on the map by becoming the first Asian woman to sit in the House of Commons.

In an area which is said to have 42 per cent of its voters belonging to ethnic minority groups, the second highest percentage in the country, Mrs Le Hunte's racial background is a positive advantage. And teaching in a girls'-only school helps her to sympathize with the worries of many Muslim voters who want their daughters educated in single-sex schools.

Birmingham Ladywood has been Labour since 1945 – except for one year in 1969 when the Liberals won it in a by-election at a time when Harold Wilson's Labour government was very unpopular.

However, it has been Conservative in the distant past. In 1929 its MP was Neville Chamberlain who beat the Labour candidate Oswald Mosley by 77 votes.

Mrs Le Hunte has had little time to get to know the constituency – she was only selected to fight the seat in March but has busied herself around the area since.

One party worker said: "It's quite frightening how much work she puts in. She was producing a play at her school at the end of last term and leaving London at about 4.30pm to come up for the evening and then she had to go back again to be in school the following morning."

She is staying at the Young Women's Christian Association hostel in Birmingham for the duration of the election campaign and a typical day starts with a visit to schools to chat to parents as they arrive with their children.

Then it is off to the Conservative Association headquarters to pick up the election "buggy" – as she has affectionately named the Land-Rover which ferries her about.

The day I visited her the loudspeaker system had packed up but that did not stop her from making an early start to visit a shopping precinct to "press the flesh" with as many people as were prepared to stop and chat.

If she is elected, she will of course

Richard Garner with the Tories' Pramila Le Hunte in Birmingham Ladywood



give up her job at NLCS. However, she has to be back in school the Monday following the election for examinations.

"It is important to see them through the exams," she said. "They know how I'm doing because the headmistress keeps on putting things up on the school notice board about me. The pupils have been very friendly – regardless of whether they're Labour or Liberal supporters or what.

"I am terribly careful not to discuss politics in school – education is for opening doors for people to see through. It would be absolutely terrible for me to discuss politics in the classroom."

Despite all the effort she is putting into the constituency, the seat is still reckoned to be safe Labour territory.

It has changed as a result of the boundary reorganizations – gaining some more middle-class voters from the Sandwell area of Birmingham Handsworth's constituency.

The Labour candidate is Clare Short, who is also well-known in the education world for her work as director of Youthaid, an independent charity.

She was originally chosen to fight the Handsworth constituency but it was swallowed up by the reorganization.

In addition to the Labour opposition, Mrs Le Hunte is opposed by a Liberal standing for the Alliance. He is Mr Ken Hardeman, who was also a Birmingham city councillor until he lost his seat in the constituency to Labour in the recent local government elections.

There are also two fringe candidates – one from the Workers' Revolutionary party and an Independent Sikh.

In her campaign, Mrs Le Hunte, has identified at least two issues which she is particularly keen to fight on – education and industry.

"Discipline worries the Muslims a lot – they are from a strict Islamic background," she said. "The violence, noise and disturbance in comprehensive schools worries them a great deal and they have discussed discipline at large.

"They are also concerned to have single sex schools. They want slight flexibility in uniforms, too, and they worry a lot about sending their teenage daughters who are around puberty to comprehensive schools."

The day I visited Mrs Le Hunte also happened to be the day the Conservatives released their controversial advertisement showing a smartly-dressed West Indian saying: "Labour Says He's Black, Conservatives Say He's British."

Surprisingly, Mrs Le Hunte, although she seemed reluctant to get into the controversy over the poster, said: "A certain amount of positive discrimination in some areas is needed – such as in housing.

"However, I don't think one can go overboard about it because it is terribly important to have cohesion and harmony."

ELECTION '83

Good preparation

June 9 will be, literally, a testing day for the Farrington family. The eldest son, Ben, will be sitting his first A level. The second, Dominic, will be starting his first year apprenticeship exams in agricultural engineering. And their mother Josie will be waiting to learn if she has become Labour MP for West Lancashire.

Mrs Farrington was selected at the last moment after boundary changes had deprived her of her former candidacy in Preston North. But last week, only days after being selected, she was already well stuck into the problems of her new constituency.

She had a head start, of course. As Labour education spokesman in the county since 1977 and chairman of the education committee since 1981, (her husband Michael is an education advisor in Bolton) there are few corners of Lancashire she does not know and few aspects of local government with which she is not impressively familiar. And that includes its funding, where her expertise has already become legendary in local authority circles.

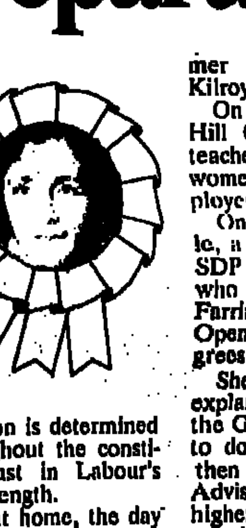
Mrs Farrington wants to spell out to the voters what that deceptively-attractive Tory pledge to force down the rates would mean. In Lancashire £45m would have had to be cut over the past two years, she says.

She can also set meetings alight on simpler issues, however, as visitors to this year's North of England conference would testify. She stood up and confronted the platform angrily, asking what on earth was the use of job training schemes when there were no jobs to train for.

Jobs, or the lack of them, is the theme that comes up most in West Lancashire. Unemployment in the constituency is high (25 per cent) and highest of all in Skelmersdale, an unsuccessful new town where it stands at an appalling 35 per cent.

The new constituency of West Lancashire falls into two parts which seem to be split straight down party lines. In the west, there is the small town of Ormskirk and its prosperous hinterland of farms and nurseries, archetypal Conservative country. To the east, Skelmersdale is typical Labour territory. Labour workers privately estimate they need a swing of about 3 per cent in their favour to keep out the Conservative, barrister Robert Hind.

Biddy Passmore with Labour's Josie Farrington in West Lancashire



But Mrs Farrington is determined to campaign throughout the constituency and not just in Labour's natural areas of strength.

To drive the point home, the day starts with canvassing on an old council estate. No problem there. The inhabitants, mostly retired, have voted Labour all their lives and have no intention of changing now. But one woman keeps Josie Farrington on her doorstep a long time extolling the virtues of the former MP for Ormskirk, Robert Kilroy-Silk.

On to lunch with students at Edge Hill College, a diversified former teacher training college for young women, and one of the biggest employers in Ormskirk.

One absentee is Andrew Sackville, a lecturer at the college and the SDP candidate for West Lancashire, who also happens to have been Mrs Farrington's tutor when she was an Open University student (the degrees will have to wait a bit now).

She launches obligingly into her explanation of the dreadful things the Government has done and plans to do to local government finance, then on to the NAB (the National Advisory Body for local authority higher education) of which she is a member and stout supporter.

Afterwards, she is rather relieved that Andrew Sackville wasn't there. "I was half expecting to hear him say 'preparation insufficient, conclusion inadequate'", she says with a disarming grin.

Next stop is Skelmersdale (universally known as "Skem") where a group of young mothers wants to hear about Labour policy, especially on nursery education.

Later it's back to Ormskirk, where Neil Kinnock, the party's chief education spokesman, is due to address a 5.30 meeting of local teacher associations and the press (it is high tea time for everybody else). But Labour's favourite heir-apparent had been held up – delayed, no doubt, by one of his longer sentences. So Josie Farrington gamely keeps going on her own, for nearly an hour.

She has just started on Warnock when the US cavalry arrives, in the pink-and-ginger person of Mr Kinnock. "All right, love?" he asks airily, planting a kiss on her cheek. "Ooh, that was a long ad lib", is her reproachful reply.

The star gets into his routine. The meeting is meant to end at 6.30. Kinnock finally calls a halt at 7 o'clock.

As they leave the hall, Kinnock stops short and suddenly reveals that he had no idea what audience he had been addressing. "Sorry, I didn't realize you were all teachers – I'd have talked much more posh if I'd known", he says with a large smile.

ELECTION '83

Lifting the Vale

Dai the Bread was just whistling a tray of bran baps through the shop door when he was accosted.

"Good morning. I'm Alan Evans and I'm standing for Parliament for the Vale. Can I give you an introductory leaflet telling you about myself and what I believe in?"

Onetime secondary teacher, now a senior official at the NUT headquarters, the SDP candidate for the Vale of Glamorgan had begun another day.

Spilled out by his transport officer on to a road that divided a council estate from one of owner-occupiers and invited to choose, he had gone for the small, tight dwellings full of overspill from Barry, the coal port a few miles west of Cardiff which had only 600 population in 1870 and 30,000 by 1910 but which now languishes.

Evans, once a councillor in north London, knows the form. "I will write to the leader of the council tonight with a copy to you with a stamped addressed envelope. Use that to send to me the reply you get from the council."

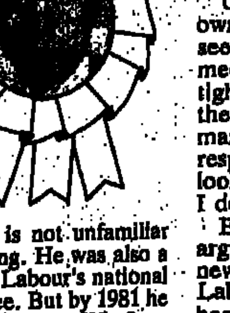
Walking away he shakes his head, "The council here is Conservative-controlled." So is the constituency, though boundaries have been tidied up and the name changed. For the past 30 years what was called Barry has had the same man at Westminster and will continue to have it if Sir Raymond Gower wins again. It will depend on the farming country and commuter villages along this coastal belt.

He straightens his sports jacket – no suit, this isn't Westminster yet – and presses another bell. At so many doors on this well-guarded unseedy estate politics are about the personal and the immediate. Not the single examination at 16-plus but the new engineering course at the local comprehensive – "Do you know, they won't let my boy join." Not the national unemployment figures but "My 'usband just dropped me a bombshell. He came home this dinnertime and tells me he'm out o' work from tonight, been in the plant hire over at Cardiff."

Evans gives a knowledgeable nod towards the still-existing harshness in the building trade of the half-day notice and points out the Alliance is keen to realize the Severn barrage project which will create thousands of jobs for the trade. "And we must build up an industrial estate here with money from the Welsh Development Agency. It's all in our document, Priorities for Wales."

Chairman of Camden's staff and management services committee in

Bert Lodge with the Alliance's Alan Evans in the Vale of Glamorgan



the late 1970s, he is not unfamiliar with hiring and firing. He was also a leading member of Labour's national education committee. But by 1981 he had left the Labour Party. Why?

"Because it had become isolationist, unilateralist, democratic centralist and I am none of those things."

What is democratic centralist?

"It means the party controls the elected members. In local terms the councillor, instead of representing the entire ward becomes a mere delegate. The hard Left has taken over in Barry. Ideological purity is everything to them. Would you believe they got rid of a councillor who was both a woman and black – the two under-represented groups – because she was not far enough Left for them. We've had threatening phone calls."

Over the road now to the detached owner-occupiers. The gates somehow seem harder to open. Here Evans meets welcome without warmth; the tight-lipped thank-yous as they accept the leaflet over the garden hoe; the man mixing cement in his drive whose response to the proffered hand was to look at it for a moment then say, "No, I don't think so."

Evans shrugs his shoulders. "I'm not arguing this election. But when you're new the personal contact is vital. The Labour man is new, too, always has been every election. Do you know that 25 per cent of the electorate have voted three different ways at the last three elections?"

Evans is also very mindful of the postal vote. "In 1964 it won the Tories 60 seats. I'm having 700–800 copies of a letter to them printed and I shall sign every one."

Impressively thorough but nowhere near so as his Conservative opponent. Know how he gets a majority of "9,000?" an Alliance helper asked. "We call him the post office member. Not a youngster in the constituency reaches 18 or passes a music exam or swims 20 yards but what they get a letter of congratulation from Sir Raymond. Fantastic constituency machinery. Never says anything in Parliament, mind."

From this the Alliance slogan forms itself: "It's time for a change." And the prospective SDP member says it with more hope in his heart than in 1979 when he fought Pembroke for Labour and lost comfortably.

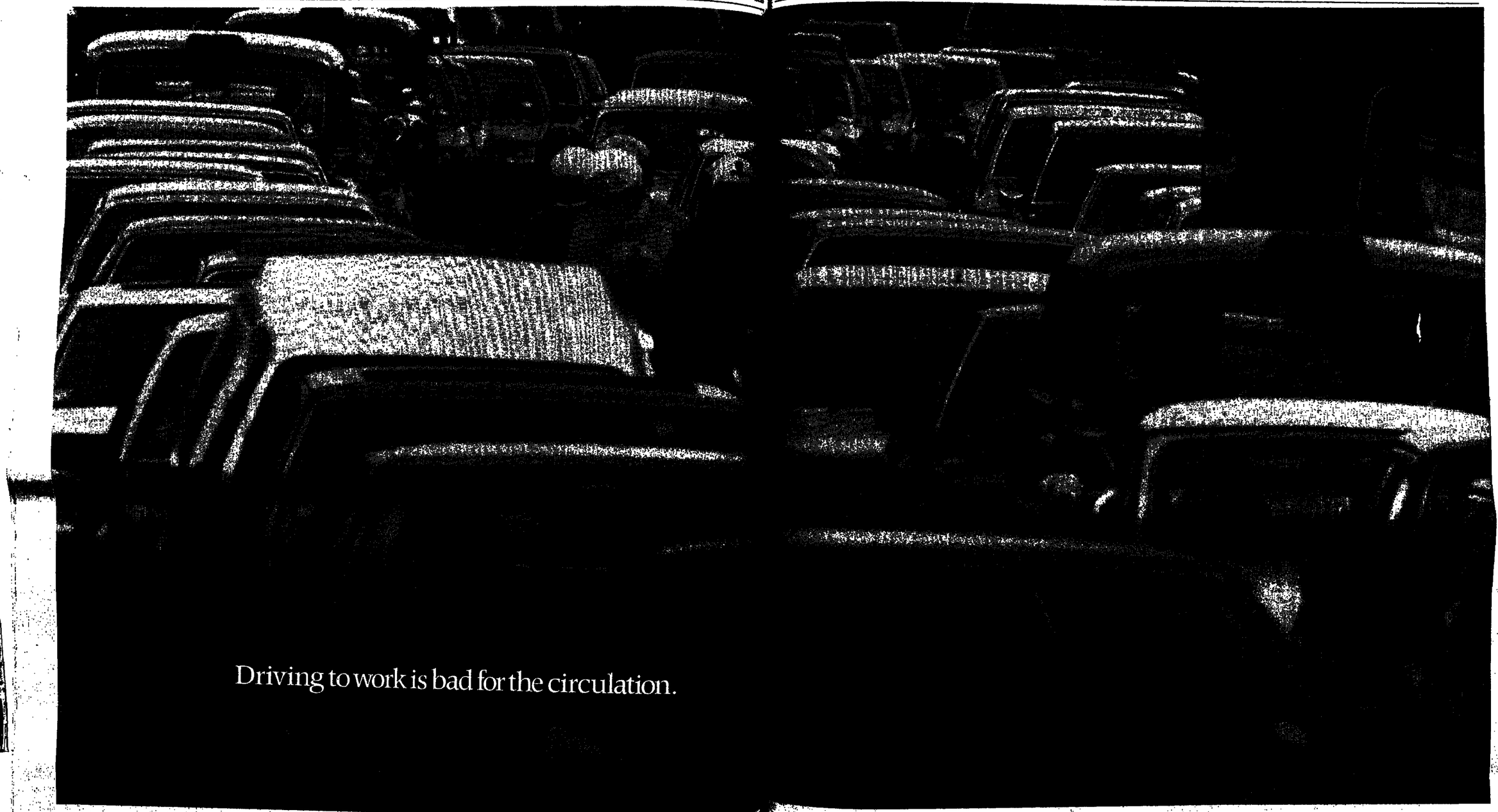
Evans then moves to Llantwit Major, a commuter and farming village but with a council estate optimistically called Sea View. Noting the houses recently done up he remarks they have probably recently bought them under the Government scheme.

Jobs again. A woman whose brother has just got a job at the trading estate five miles away says there's no early morning bus out to it.

The last house allowed him to finish on a very uplifting note. The young man would vote for anybody who was SDP.

"There's something changing," he says.

Evans hopes it'll be the 30-year representation at Westminster of the Vale of Glamorgan.



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Of course, not everyone who's deprived of their bus service has a car.

In major towns 48% of households don't have [illegible] 70% of British women don't even have a driving lic[illegible] And what about those who are either too young or [illegible] old to drive? These are all people for whom a cut in [illegible] services means more than being stuck in traffic.

It means being stuck at home.

Which is bad news for those businesses that dep[illegible] upon the bus to transport their customers and staff. If towns and cities are to thrive, people must be able [illegible]ove in and out of them with reasonable freedom. [illegible]nd that's where the bus comes in.

On land, it's the most fuel-efficient form of [illegible]echanized transport – 228 passenger miles to every [illegible]allon during peak times.

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TES3

We'd all miss the bus

SCHOOL TO WORK

A large part of the college lecturers' union, the National Association of Teachers in Further and Higher Education, is now convinced that the present Youth Training Scheme offers the most serious threat to the staffs of the further education system. But the union is deeply divided about the nature of the threat and what to do about it. Most lecturers see the YTS primarily as an attack on their pay and conditions and on the quality of provision. But many others fear that what is *in* question is the very survival of colleges. The issue dominated the union's annual conference at Blackpool at the weekend as reported by Diane Spencer, Bert Lodge and Mark Jackson.

Privatization a new threat to jobs

A word which did not appear in any of the relevant resolutions concerned dominated the historic debate on the Youth Training Scheme at NATFHE conference on Sunday. It was privatization, the newly-emergent threat that private training organizations will win a large part of the YTS work that the colleges have been expecting.

The unions branches had briefed their delegates on a straight fight over whether or not to support the scheme and on what terms.

But their briefing had been overtaken by *TES* disclosures in recent weeks that private trainers hoping to profit from the scheme are aiming at capturing most of the trainees for whom college based courses are being prepared and have already been given MSC approval for tens of thousands of places.

Before the conference were two motions: one calling for a campaign against the present YTS and an expansion of l.e.a. funded courses, and the second demanding that the scheme be improved with more say for NATFHE in its control.

Neither mentioned privatization, but on Sunday the fears of the new threat had already been given rein in a debate which was supposed to mobilize NATFHE's support for other public sector unions resisting privatization in their own fields.

Speakers warned the delegates that it was no longer only public employees such as health service workers and dustmen whose jobs were at stake but those of college staff, too.

Their fears had been heightened further by a meeting at which lecturers reported on the growing number of private schemes.

One lecturer reported that at his college staff were being pressed to start work at 8.30am so as to match the working hours which the trainees had to face in industry.

On Sunday the crisis feeling about the new threat was so strong that the conference forced a vote and overturned the platform's determined attempt to make the YTS debate wait until after it had discussed what is normally the delegates' priority concern, pay and conditions. All that the union's leaders were able to achieve, after a bitter argument, was to exclude from the discussion a further resolution which called on the TUC to withdraw altogether from the Manpower Services Commission, which runs YTS.

The first resolution, from the southern and outer London region called for the rejection of the YTS because "it cannot be improved piecemeal to become a comprehensive system of vocational preparation which the association advocates."

Ms Eileen Cook of the southern region told the conference that the introduction of the YTS was the start of a move towards an education system "that would make selection-based grammar and secondary modern schools seem egalitarian."

She said that the motion's backers had been accused of threatening the jobs of NATFHE members, but that nothing could be further from the truth. Experience had shown, she claimed, that however good local schemes might be the MSC "helped by certain principals" would press for the undermining of conditions of service.

Mr Tony Warren, said there was no argument about whether the present YTS had serious weaknesses especially privatization. But he warned that if the conference passed the resolution it would be widely quoted in the press.

"It's all very well for us to recognize we mean we are voting against the present YTS and not the YTS as it should be but how will it look outside?" he asked. "What do we say to hundreds or thousands of our members whose jobs are financed by MSC income and have put a lot of effort into producing high quality schemes? Is NATFHE going to be seen as leading a campaign against their jobs?"

The resolution which called for NATFHE to lead a national campaign for jobs as well as for the expansion of l.e.a. – funded courses was passed by a large majority after the amendment deleting the rejection of the present YTS was carried by 216 votes against 172.

The second motion calling for the improvement of the YTS was also passed. Conference also instructed the executive to set in train a full inquiry into the privatization threat.

Union votes to keep rule change

In private session, the conference voted to keep the rule change in their constitution which allows them to pursue non-party political aims, and led the way for future CND last year.

Dr Peter Knight, a former president, accused delegates of "going in the face of the members" by failing to reverse the rule change. In a branch survey which was carried out at the same time as the consultation on CND, members had voted 4,337 to 5,405 against the new rule. But delegates voted 257 to 124 to keep it.

"You have played into the hands of Norman Tebbit," said Dr Knight. It now appeared that NATFHE was an undemocratic union, he told the conference.

Dr Knight was instrumental in getting the membership at large to reconsider the 1982 conference decision of affiliate to CND and undo the rule change. He helped to organize a petition to call a special conference and a postal ballot. At least 10,000 signatures were collected from the 74,000 members. Although the special conference decided not to ballot the membership, it agreed to a consultation exercise in the branches.

Mr Tom May said that Dr Knight and his colleagues had "vaulted over the body of the union" as they had disrupted the union's pay struggle with diversionary tactics. Dr Knight's failure to be re-elected to the executive "was a result of his betrayal". The immediate past president of the union, Mr Malcolm Lee, also involved in the call for the special conference, failed to be elected to the NEC.

Delegates voted to leave the Campaign for Nuclear Disarmament a year after becoming the first teachers' union to affiliate to it.

But the association resolved to continue to work with all organizations campaigning for world peace and nuclear disarmament.

In brief

Delegates to oppose longer hours plan

Delegates unanimously supported an emergency motion condemning Croydon local education authority's attempts to worsen conditions of service of members at Croydon College.

The authority has served notice on staff and offered them new contracts, from the end of August, with longer teaching hours. Last year Manchester education authority attempted to do the same.

Ms Sandra Pegra, from Croydon College, said: "After NATFHE stopped Manchester last year, I thought no authority would be daft enough to take it on – but we didn't reckon on the likes of the London borough of Croydon. We are going to fight back and we are going to win."

Fatal pressure

At least 200 members died over the last year in office, Mr Chris Minta, NATFHE's president told the conference. "This is a fantastic and ridiculous figure and shows the pressure of work we are now under," he said.

Pay policy

Delegates decided that a special conference would discuss a pay policy to be prepared by the executive. It is expected to take place early next year.

Study panel

Delegates called on the executive committee to produce a policy document to encourage anti-racist teaching and asked it to set up a study panel to monitor the careers of black lecturers.

Women's voice

Conference decided to remit resolutions on the rule change to give women more say in the running of the union. Branch members will be consulted and reports made to the National Council in November.

President warns of YTS panic

The Youth Training Scheme will resemble "a Mad Hatter's Tea Party" in many parts of the country in September, the president of the National Association of Teachers in Further and Higher Education warned delegates in his presidential address.

Mr Chris Minta said: "It is not funny to see resources wasted and confidence and expectation destroyed by bureaucracy." The Manpower Services Commission claimed it had sufficient places promised to cover the scheme, but so far only 5 per cent of those places had been confirmed in the schemes validated.

"My worry is that as panic becomes the order of the day, then area manpower boards could well be forced or requested to drop their close scrutiny of such proposals and allow poor quality schemes to go through."

He feared that the present fabric of vocational further education would be destroyed to make way for YTS courses and urged his colleagues not to make hasty decisions under pressure from the MSC to allow this to happen.

"What is more important? Getting the youths off the streets and hiding them in some ancient warehouse equipped with run-down machinery and training them for jobs that no longer exist, or to get them into a system where they are treated as equals, where they can mix, where they can have equal opportunity?" Let the FE service have the work, he said.

Mr Minta added: "YTS will shudder to a halt unless we in NATFHE are prepared to work harder than ever before to rescue the scheme."



Chris Minta: poor quality fears.

Turning to higher education, Mr Minta said he was not a supporter of the National Advisory Body. "We are now bearing the fruits of NAB: their uncaring approach, their paranoia for statistics, their eagerness to pontificate on all matters whether urgent or otherwise and their indecent haste to produce results.

"If NAB is seen to be the tool of a government whose purpose is to prune and pare to the bone higher education, then NATFHE will withdraw."

● Mr Norman Tebbit, the Employment Secretary, dismissed "rumours" that the number of employers wanting to take part in the Youth Training Scheme had fallen well short of Government plans. Speaking at a press conference on Wednesday, he said they had arisen because the contracts could not be signed more than three months before the scheme started in September. "In fact", he said, "we have had a magnificent response and we are absolutely on target."

Manipulation claim over training

Sir Keith Joseph, Education Secretary, has manipulated the teacher training system to suit his own ideology, the conference was told.

Successfully moving a resolution condemning the Education Secretary's decisions on teacher training Ms Nan Whitbread, Leicester Polytechnic, and a member of the national executive, said Sir Keith's efforts to influence the content of courses was an attempt to produce teachers who would maintain his elitist stance in schools.

"He has manipulated the system in an elitist way. He has boosted postgraduate teacher training at the expense of the public sector and the Bachelor of Education degree.

"He has largely eliminated secondary training for the majority of pupils and concentrated on the top 20 per cent who used to go to grammar schools."

Mr Malcolm Lee, Doncaster Institute of Higher Education, said, "The White Paper develops a centralist, interventionist role."

He also condemned the White Paper for trying to control the content of courses.

Miss Jean Gooding, St Mary's College, Twickenham, said limiting the academic specialisms of student teachers to what would most closely tally with what is taught in schools would not cater to minority interests.

Mr David Sample, Rolle College, calling for more money for induction and in-service training, said we should move away from a system where teachers were trained by the age of 21 or 22 and expected to go on for the next 40 years without any further training.

Despite the DES pilot schemes of the 70s, no sensible programme had yet emerged for the induction of new teachers.

NATFHE's general secretary, Mr Peter Dawson, also launched a strong attack on the Government's plans for teacher training.

"There has been unremitting pressure from the Department of Education and Science for a model of the teacher education system that will take us back decades and will not give the bulk of our children the teacher they need."

It would mean saying goodbye to a progressive approach to the needs of the less able and disadvantaged secondary pupils or the new kind of sixth form pupil.

"A society which deliberately turns its back on the disadvantaged or less able young person will reap an unpleasant harvest," he warned. "Present Government policies come dangerously close to this."

"The lobby in the Conservative Party that gave this country a vast increase in further and higher education in the late 1950s and early 60s is not totally dead. It is, however, in intensive care; the surgeon is Keith Joseph and the firm of undertakers known as Thatcher and Tebbit would do the rest if there were to be a large Conservative majority.

"Our message to the new government on June 10 should be in employment – action not despair; in trade union policy – trust not confrontation, on pay – justice not opportunism and in education – an open door for young people, not a dead end."

Move on NAB is defeated

An attempt by the union's association to get the union to withdraw its representation on the National Advisory Board failed.

Mr David Sample, of Rolle College, said he was not against the proposal but against the process. "We must not confuse the National Advisory Body with the Government – but we are still doing it. The Government wants to keep as many organizations as possible to give assent to its policies."

Mr John Baker, south-east region, said that while remaining in NAB the union would know what was going on and could exert some influence.

Tom Jones dies

Mr Tom Jones, NATFHE's assistant secretary for membership and conditions of work, collapsed and died on Tuesday in Blackpool following the union's annual conference. Mr Jones, who was 47, had worked for NATFHE since 1970.

SPORT

'Fear and ignorance' are main opponents of participation

Why epilepsy must not be an automatic bar to the great outdoors

by Bert Lodge

Fear and ignorance among organizers was often the sole reason why epileptic children were barred from outdoor activity, members of the Association of Wardens of Outdoor Education Centres were told last week.

Mr Ronald Radley, head of Sedgwick House, Kendal, a residential special school for epileptics, said that in many schools children with epilepsy were also barred automatically from cooking, woodwork, metalwork and the practical sciences.

Yet the experience of special schools had shown that even children and adults with severe epilepsy could take part in practical and outdoor activities in complete safety, he told the association's conference at Whalleside Manor.

Mr Radley added: "To some extent, then, the barring of people with epilepsy from participating is an expression of the fear or ignorance of the organizers."

Epilepsy was a complicated handicap in which a variety of fits occurred; not all were convulsive and not all involved a total loss of consciousness.

They began simple fell walking at Sedgwick House in 1972 and last year the school organized a three-day stay at the Dunmail Fell Centre and tackled the summit of Helvellyn in a snow storm.

Even canoeing, with its attendant danger of capsizing, was tackled. "We moved them into Indian canoes in the belief that in one of these a capsize would likely tip the child into the water where his lifejacket would bring him face up. This has been a very successful approach," said Mr Radley.

One important consideration with school groups, especially from special schools, was to establish straight away who was legally in *loco parentis:* the teacher or the centre staff.



Even canoeing – and capsizing – were tackled successfully

Stagnation hits PE staff

The average age of games' teachers is growing because most stay in the same jobs through a lack of promotion prospects, it was claimed this week.

Mr Michael Pipes, headmaster of the City of Portsmouth Boys' School, said that his school, which had 1,600 pupils, had seven full-time physical education staff all recruited by him some years ago and now over 30.

Mr Pipes, chairman of the National Association of Head Teachers' salaries, pensions and conditions of service committee, was speaking at the association's annual conference.

He said there was "stagnation" in teaching due to the lack of job opportunities and promotion prospects.

Some schools were also finding that games teachers no longer wanted to run school teams.

First at US science fair

Two British sixth-formers won prizes at the International Science and Technology Fair in Albuquerque, New Mexico, which attracted entries from 560 young people at school and university.

Jay Watson, aged 17 from The King's School, Peterborough, took first place in the engineering section with his new-style cricket bowling machine.

Jennifer Constable, aged 18 from Longdean School, Hemel Hempstead, was awarded second prize in the physics section for her new material for the soles of skis used on artificial slopes.

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Oxford and Cambridge awards 1982–83

This analysis of scholarships and exhibitions awarded by the colleges at both Oxford and Cambridge universities in the academic year 1982–83 follows the established pattern. The tables include awards won by both boys and girls. The totals include awards made at the time of entrance to the university and exclude awards made to students already in residence at a college.

The overall total of open awards was by agreement between the universities less than in the previous year. There were a total of 1371 open awards compared with 1986 open awards in 1981–82. At Oxford this year only 633 open awards were given compared with 831 in the previous year, a decrease of 198 awards.

At Cambridge 738 open awards were made compared with 755 in 1981–82. This is obviously much less of a reduction than at Oxford, but Cambridge had made a significant reduction in their awards the previous year. In 1980-81, they gave 822 awards which they reduced to 755 last year. It is anticipated that the current level will be maintained while awards continue to be made.

Restricted awards have now been abandoned in Oxford and for the second consecutive year no restricted awards were made. Cambridge, however, preserve the existence of restricted awards and gave 7 awards in 1982–83. This is, in fact, 2 more than in the previous year when only 5 were given. Oxford has phased out its restricted awards very rapidly since the original decision to reduce them was made. As recently as 1979–80 they gave 87 restricted awards. By comparison Cambridge has never given a large number of restricted awards, but it is clearly [illegible] numbers, the distinction between open and restricted awards is retained. The qualifications relating to restricted awards are many and varied. A typical example is an award "restricted" to a particular school, but there are other restrictions such as the county of birth or residence of the candidate and in the case of some awards restricted to certain parental occupations, most usually to children of clergymen.

In recent years first Cambridge, and more recently Oxford, made the majority of their colleges open to both men and women applicants; therefore, entrance awards were open to competition from both sexes.

There are, however, a few single-sex colleges in each university. These colleges naturally restrict awards to the gender of their own intake. In 1978–79, this change led to many more girls winning awards than in previous years.

The current position has now stabilized and the general reduction in entrance awards has obviously had its effect on this year's number of girls winning awards at either university. For October 1983 entry 291 girls have won awards to the two universities. This compares with a combined total of 387 in 1981–82, a reduction of 96 in just one year. For purposes of comparison the combined total was 370 in 1980–81, 351 in 1979–80, 417 in 1978–79 (an all time high), 314 in 1977–78 and only 257 in 1976–77. At Oxford University 171 girls won awards compared with 239 in 1981–82, and 233 in 1980–81. This was composed of 62 scholarships and 109 exhibitions. The 1981–82 equivalent figures were 74 scholarships and 165 exhibitions.

At Cambridge 120 girls won awards compared with 148 awards in 1981–82. This total was composed of 27 scholarships and 93 exhibitions. The equivalent figures for 1981–82 were 39 scholarships and 109 exhibitions.

In Table 1, results are analysed according to the type of school from which the award winner came. In the case of mixed schools, the figures have been divided to illustrate those awards which were won by girls and those won by boys. The school classifications still include the direct grant category although this has gradually been phased out since 1976. For the first time, sixth-form colleges are given a category of their own. They had previously been included with the grammar school category.

As the 1378 awards were shared between 491 different schools, it is obviously not feasible to list them all here. Only schools which achieved a combined (open and restricted) total of at least four awards have been included in Tables 2 and 3.

Table 2 lists these 113 schools in the order of the number of open awards achieved. Columns 2 and 3 give the number of students at the beginning of the academic year 1982–83 who were engaged on post "O" level work. The numbers are recorded only to illustrate the comparative size of the schools from which the award winners came.

Table 3 lists in the order of achievement the numbers of restricted awards won by those schools included in Table 2.

Keith W. Stone

TABLE 1

OPEN AWARDS

School type	OXFORD Schols		OXFORD Exhibs		CAMBRIDGE Schols		CAMBRIDGE Exhibs		Total	
G	83	(72)	71	(100)	34	(38)	48	(76)	236	(286)
S	17	(19)	21	(40)	7	(16)	23	(16)	68	(91)
I	100	(149)	119	(152)	125	(148)	193	(186)	537	(635)
DG	88	(89)	78	(112)	103	(77)	101	(112)	370	(390)
C	28	(27)	36	(56)	21	(17)	44	(48)	128	(148)
O	7	(7)	5	(9)	5	(8)	14	(12)	32	(36)
Total	303	(362)	330	(469)	298	(303)	443	(462)	1,371	(1,986)

RESTRICTED AWARDS

School type	OXFORD Schols		OXFORD Exhibs		CAMBRIDGE Schols		CAMBRIDGE Exhibs		Total	
G	–	(–)	–	(–)	–	(–)	2	(1)	2	(1)
S	–	(–)	–	(–)	–	(–)	–	(–)	–	(–)
I	–	(–)	–	(–)	–	(–)	3	(2)	3	(2)
DG	–	(–)	–	(–)	–	(–)	2	(2)	2	(2)
C	–	(–)	–	(–)	–	(–)	–	(–)	–	(–)
O	–	(–)	–	(–)	–	(–)	–	(–)	–	(–)
Total	–	(–)	–	(–)	–	(–)	7	(5)	7	(5)

The previous year's figures are shown in parenthesis

G = Maintained grammar school
S = Sixth-form college
I = Independent school
DG = Direct Grant school
C = Comprehensive school
O = Overseas school, other university or tutorial establishment

TABLE 2

OPEN AWARDS

SCHOOL	Pupils post O level Sept. 1982 Boys	Girls	OXFORD Schols	OXFORD Exhibs	CAMBRIDGE Schols	CAMBRIDGE Exhibs	Total
Haberdashers' Aske's S, Elstree	350	–	1	2	12	11	26
Eton College	607	17	5(B)	3 (2G 1B)	7(B)	10(B)	25 (2G 23B)
Manchester GS	540	2	8(B)	4(B)	6(B)	3(B)	21(B)
St. Paul's	427	–	1	3	9	8	21
Newcastle Royal GS	326	–	6	2	3	9	20
Tonbridge	284	4	3(B)	4 (1G 3B)	7(B)	3(B)	17 (1G 16B)
Dulwich College	459	5	–	5(B)	4(B)	7(B)	16(B)
Leeds GS	274	–	5	4	4	1	14
Magdalen College S, Oxford	166	–	4	2	7	1	14
St. Alban's	219	3	4 (1G 3B)	1(B)	5(B)	4(B)	14 (1G 13B)
Bradford GS	320	–	4	2	4	3	13
High Wycombe Royal GS	400	–	4	2	2	5	13
Marlborough College	364	110	2 (1G 1B)	2(G)	4(B)	5(B)	13 (3G 10B)
Winchester College	327	–	4	5	2	2	13
Abingdon	243	–	3	–	4	5	12
King Edward's S, Birmingham	223	–	3	6	3	–	12
Nottingham HS	238	–	4	4	2	2	12
Sherborne	295	–	3	4	3	2	12
Westminster	271	87	4(B)	4 (2G 2B)	3(B)	1(G)	12 (3G 9B)
City of London	219	3	2(B)	1(B)	3(B)	5(B)	11(B)
Harrow	360	2	2(B)	4(B)	2(B)	3(B)	11(B)
Latymer Upper S	247	–	2	2	4	3	11
Oundle	319	–	–	4	3	4	11
Radley College	288	–	1	2	2	6	11
University College S, Hampstead	232	–	1	–	4	6	11
Lancing College	184	29	1(B)	3 (1G 2B)	3(B)	3(B)	10 (1G 9B)
St. Paul's Girls' S	–	226	3	1	1	5	10
Tiffin S, Kingston-upon-Thames	292	–	4	2	2	2	10
Ampleforth College	263	–	2	3	1	3	9
Aylesbury GS	450	–	3	2	1	3	9
Merchant Taylor's S, Northwood	284	–	3	1	2	3	9
Pocklington	166	22	3(B)	–	2(B)	4(B)	9(B)
Charterhouse	303	72	2(B)	1(B)	1(B)	4 (1G 3B)	8 (1G 7B)
Christ's Hospital, Horsham	235	–	1	–	2	5	8
Davies's College, London	–	–	2(B)	1(B)	1(G)	4 (2G 2B)	8 (3G 5B)
King's S, Worcester	187	55	2(B)	2(B)	2 (1G 1B)	2 (1G 1B)	8 (2G 6B)
Whitgift S, Croydon	242	–	–	2	1	5	8
William Ellis	212	–	1	3	1	3	8
Wyggeston & Queen Elizabeth I College, Leicester	370	325	1(B)	1(B)	2(B)	4(B)	8(B)
Bedales S, Petersfield	81	86	1(B)	–	1(B)	5(B)	7(B)
Ipswich	146	17	–	–	2(B)	5(B)	7(B)
King's College S, Wimbledon	284	–	1	–	3	3	7
Loughborough GS	226	–	2	1	1	3	7
Malvern College	287	–	1	–	2	4	7
Rugby	322	61	1(B)	–	3(B)	3 (1G 2B)	7 (1G 6B)
Trinity S, Croydon	218	–	2	1	2	2	7
Windsor Boys' S	190	–	–	–	2	5	7
Bournemouth S	320	–	2	2	–	2	6
Bryanston	163	83	2(G)	2(B)	–	2 (1G 1B)	6 (3G 3B)
Dr. Challoner's GS, Amersham	380	–	2	3	–	1	6
Haberdashers' Aske's Girls S, Elstree	–	207	–	3	2	1	6
Hymers College, Hull	184	20	4(B)	2(B)	–	–	6(B)
King's S, Canterbury	276	79	2(B)	1(B)	3(B)	–	6(B)
Maidstone GS	380	–	2	2	–	2	6
Merchant Taylor's S, Crosby	181	–	–	1	2	3	6
Monmouth	183	–	1	3	2	–	6
Norwich	170	–	1	1	1	3	6
Peter Symonds' College, Winchester	400	400	2(G)	2(B)	2(B)	–	6 ([illegible])
Reigate GS	194	33	1(B)	–	3(B)	2(B)	6(B)
Stockport GS	167	59	3(B)	–	2(B)	1(B)	6(B)
Stonyhurst College	194	2	2(B)	1(B)	1(B)	2(B)	6(B)
Watford Boys' GS	269	–	–	3	–	3	6
Wellington College	318	57	2(B)	3(B)	–	1(B)	6(B)
Bedford Modern	260	–	1	1	3	–	5
Belfast Royal Academy	178	176	–	–	1(B)	4 (2G 2B)	5 ([illegible])
Bradfield College	219	3	–	2(B)	–	3(B)	5(B)
Bristol GS	203	60	1(B)	1(G)	1(B)	2(G)	5 ([illegible])
Camden S for Girls	–	220	1	2	1	1	5
Cheltenham Ladies' College	–	150	1	2	–	2	5
Chislehurst & Sidcup GS	196	107	1(B)	1(B)	1(B)	2(B)	5(B)
Coventry	261	171	3(B)	1(B)	1(B)	–	5(B)
Croydon HS, GPDST	–	191	–	1	3	1	5
Eltham College	166	24	1(B)	3(B)	–	1(B)	5(B)
Epsom College	248	47	–	–	–	5 (1G 4B)	5 ([illegible])
Hills Road VI Form College, Cambridge	245	206	1(B)	1(B)	1(B)	2(B)	5(B)
King's S, Macclesfield	276	–	–	2	–	3	5
Kingston GS	136	40	1(B)	–	4(B)	–	5(B)
Oxford HS, GPDST	–	156	1	–	–	4	5
Queen Elizabeth GS, Wakefield	192	–	1	1	2	1	5
Shrewsbury	276	–	3	1	1	–	5
Solihull	184	63	3(B)	–	1(B)	1(B)	5(B)
Southend HS for Boys	204	5	–	1(B)	3(B)	1(B)	5(B)
St. Dunstan's College, Catford	196	–	–	1	1	3	5
St. Helen and St. Katherine, Abingdon	–	138	2	1	–	2	5
Wolverhampton GS	169	–	1	–	1	3	5
Wymondham College	200	200	–	2 (1G 1B)	1(B)	2 (1G 1B)	5 ([illegible])
Birkenhead HS, GPDST	–	200	1	3	–	–	4
Birkenhead	207	–	–	1	2	1	4
Central Newcastle HS, GPDST	–	120	2	–	1	1	4
Cheltenham College	221	22	2(B)	–	2(B)	–	4(B)
Clifton College	303	–	–	–	2	2	4
Exeter	180	2	1(B)	2 (1G 1B)	1(B)	–	4 ([illegible])
Farnborough Salesian College	86	–	1	2	1	–	4
Gresham's S, Holt	138	49	–	–	–	4 (1G 3B)	4 ([illegible])
Guildford Royal GS	229	–	–	–	2	2	4
Hampton	240	–	–	1	1	2	4
Harrogate GS	189	198	1(B)	1(B)	1(B)	1(B)	4(B)
Ilford County HS for Boys	177	–	2	–	2	–	4
Judd S, Tonbridge	202	–	3	–	–	1	4
Kent College, Canterbury	114	41	1(B)	1(G)	–	2 (1G 1B)	4 ([illegible])
King Edward VI S, Southampton	236	–	2	2	–	–	4
King George V College, Southport	306	247	1(B)	2 (1G 1B)	–	1(B)	4 ([illegible])
Manchester HS for Girls	–	200	–	1	2	1	4
Millfield	234	160	–	–	–	4 (1G 3B)	4 ([illegible])
Perse S, for Boys, Cambridge	131	–	2	–	1	1	4
Queen Elizabeth's GS, Blackburn	300	90	1(B)	1(G)	1(B)	1(B)	4 ([illegible])
Repton	212	68	1(G)	–	1(B)	2(B)	4 ([illegible])
Solihull Sixth-form College	530	530	–	2 (1G 1B)	1(B)	1(B)	4 ([illegible])
Stamford	148	–	–	–	2	2	4
Stand Sixth-form College, Bury	210	200	3 (1G 2B)	1(B)	–	–	4 ([illegible])
Stowe	222	41	–	2(B)	1(B)	1(B)	4(B)
Wycombe Abbey	–	163	–	3	–	1	4
Colchester Royal GS	200	–	1	–	2	–	3

TABLE 3

RESTRICTED AWARDS

School	OXFORD Schols	OXFORD Exhibs	CAMBRIDGE Schols	CAMBRIDGE Exhibs	Total
Colchester Royal GS	–	–	–	1	1
King's S, Canterbury	–	–	–	1	1
Manchester GS	–	–	–	1	1
Norwich	–	–	–	1	1
Stowe	–	–	–	1	1
Tonbridge	–	–	–	1	1

Note: the tables refer to scholarships and exhibitions awarded in the autumn of 1982. Only schools with a combined total in Tables 2 and 3 of at least four awards are included.

Staff policy sought to tackle the disruptive

by Diane Spencer

Classroom disruption cannot be cured by some "magic solution", a Cardiff conference organized by the Schools Council, was told last week.

Mr Rob Grunsell, director of a council project on disruption, said the problem had to be tackled school by school. It had no single cause and there was no objective definition.

Professional pride was a major barrier to teachers sharing their anxieties and frustrations in an attempt to tackle their difficulties. The powerful commandment: "Thou shalt cope; and be seen to be in control of thy class" prevented cooperation.

Staff must formulate an agenda for action which would work for their school. Mr Grunsell said his materials did not offer a step by step course of in-service training exercises which teacher groups could work through. This inflexible approach would not work.

He had tried to create a [illegible] range of discussion exercises [illegible] covered staff perceptions and [illegible] tions of the problem. These include [illegible] finding out facts; analysis of [illegible] teacher's job; understanding pupil [illegible] interaction between teacher [illegible] pupil and parents; relationships with outside agencies and how [illegible] tionships with pupils could be [illegible] positive.

Mr Grunsell deplored the [illegible] of some teachers who believed [illegible] in-service training was irre[illegible] claiming that good teachers [illegible] not made. He said: "It seems [illegible] that they are saying that they [illegible] believe in education."

The image the public [illegible] disruptive pupil was often [illegible] They were not always [illegible] year-old youths who were [illegible] and physically aggressive [illegible] quiet, but had powerful [illegible] the rest of the class [illegible] them to ignore the teacher.

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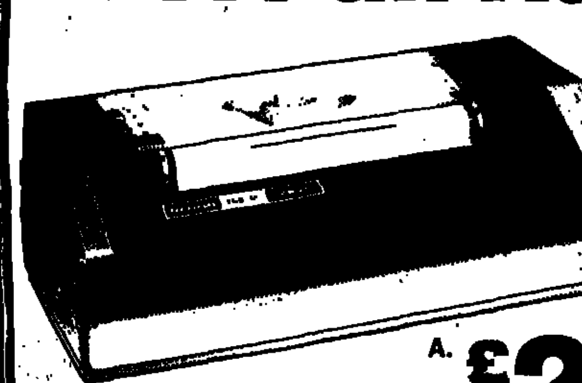
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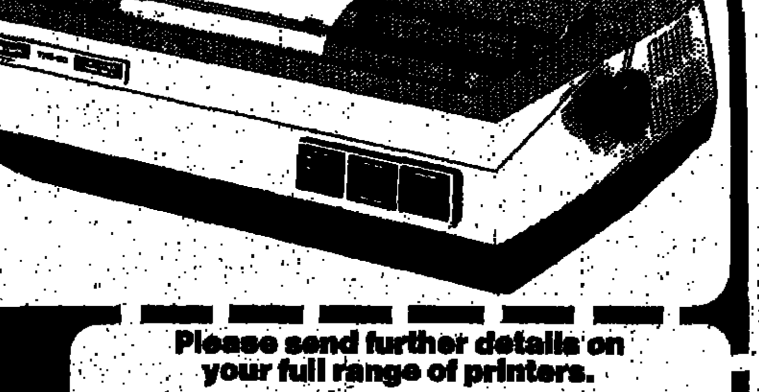
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OVERSEAS

Ministers set to standardize youth training

Craig Anderson reports on a series of joint discussions between education and employment officials.

EEC

Officials at the European Commission in Brussels were confident that Common Market ministers would this week approve plans to standardise vocational training for young people throughout the European Community.

Central to the Commission proposal drawn up by the EEC social affairs commissioner, Mr Ivor Richard, last year, is a "social guarantee scheme" to provide 16 year old school leavers with either a job, work experience or vocational training for a minimum of two years.

The idea of establishing such a programme has already won the political backing of Common Market leaders who have underlined their support for the general principles behind the plan at a number of EEC summit meetings. Such a guarantee scheme already exists to varying degrees in several EEC member states, but governments have so far stopped short of full endorsement of Mr Richard's proposals.

The proposals are to be discussed in Luxembourg today at a specially convened meeting of education and employment ministers. This will be the first joint discussion considered necessary by officials in Brussels for [illegible] director of education at the European Commission, said that neither education nor employment ministries could supply the solutions to youth unemployment on their own. He expected ministers to adopt the Commission proposal this week, he said.

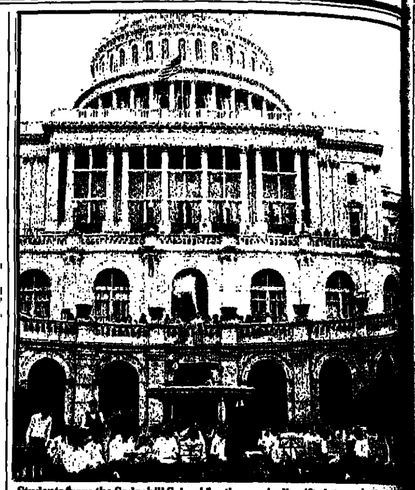
If they do so ministers will be committing their governments to channelling more money and re-sources into vocational training for young people. Any EEC finance would not be expected to play more than a pump-priming role, because only a relatively small amount of Common Market cash is currently available for this purpose.

The two sets of ministers will be presented with a report on the transition from school to working life following the completion of a first series of Commission-sponsored pilot projects throughout the EEC.

These projects have been designed to explore the possibilities for widening the scope of education and training, particularly by integrating the two with activities in the local community and with private firms. The Commission believes the projects to have been highly successful in showing what can be done to "link learning with living".

Education ministers met separately yesterday when the main item on the packed agenda was due to be the Commission's suggestion for a cooperative programme on new technologies in education. Sir Keith Joseph, Education Secretary, was expected to attend this meeting and then return to Britain today. Mr David Hancock, DES permanent secretary, was staying on for the joint education/employment council.

Other subjects due to be discussed included the ability of higher education students to move around among educational establishments in different EEC countries, teacher unemployment and the impact of changes in demographic trends.



Students from the Sedgehill School for the musically gifted stopped off at the building in Washington DC to play for a Congressman during their recent tour of the United States. The band's next big engagement will be a performance gala concert in London, which is expected to be attended by the Prince and Princess of Wales.

FRANCE

Austerity strike

At least 30 per cent of teachers in France's *collèges* (lower secondary schools) took part in a one-day strike over proposed staffing levels. That figure was given by the Ministry of Education, although the unions claim it was double.

At issue is an "austerity" proposal to create 700 jobs to cope with an increase of 70,000 pupils when the new school year starts in September. The National Educational Federation maintains that 2,600 new posts are needed.

Anne Corbett

Following new path knowled

INDIA

Julia Hagedorn on ef to improve the scop quality of educati

Attempts are being made to [illegible] the pattern of education for [illegible] underprivileged in rural and [illegible] areas, with two initiatives, one [illegible] way already, and one planned.

Parisar Asha, a non-profit-[illegible] environmental education [illegible] opened in Bombay last June [illegible] teachers working in schools for [illegible] underprivileged. Its course [illegible] already proved so popular that [illegible] having to turn away applicants.

While its approach to educa[illegible] may seem familiar in Britain—[illegible] ing learners in their environ[illegible] giving children skills to make [illegible] independent and inquiring [illegible] and using an integrated approach [illegible] learning – it is considered [illegible] in India where the system [illegible] heavily on rote learning and [illegible] there are few aids beyond the [illegible] book and blackboard.

The centre runs teacher-[illegible] courses, consultancy services, [illegible] medis aids bank, and research [illegible] extending the environmental [illegible] approach. Among the people [illegible] training are four instructors who [illegible] teaching children in a settlement [illegible] former slum dwellers in Bombay.

The centre is receiving finance [illegible] two years from Child Relief and [illegible] (CRY) and the Wadia Trust. It [illegible] to be self-supporting at the end of [illegible] time. Plans to establish centres [illegible] Delhi and Calcutta are already under [illegible]

A second innovation is being [illegible] ned by John Kurrien, reader in [illegible] Tata Institute of Social Sciences [illegible] Bombay, and author of *Elementary Education in India: Myth, Reality, Alternative*.

He is highly critical of the [illegible] education in India's schools – [illegible] state and private – and has put forward a proposal for a Centre for Learning Resources to provide in-service training for teachers. It would also provide materials and provide a forum for administrators, teachers and parents. The emphasis would be on practical workshops dealing with problems peculiar to India.

Ideas for integration

John Sayer reflects on the differing European routes towards comprehensive schools.

EUROPE

For donkey's years comprehensive schooling has been a major issue in most European countries, but there has been no framework for the exchange of good practice, called for by Europe's education ministers in 1969.

That is what brought together the recent European Colloquy on Integration, in the European Academy at Otzenhausen, happily and comfortably in the middle of nowhere.

The host Germans were snarled up *in their own internal politics*. There is no one voice on comprehensive schools, each *Land* having its own line according to the party in power and its own pace regardless of party. A mere 5 per cent of pupils are in comprehensive schools, contrarily coexisting with segregated systems.

The Federal Government's way out of deadlock may be to look for an external consensus of the kind that cannot be achieved within or among the federated states.

The Dutch are in much the same plight, further complicated by Ulster-like sectarianism and by professional power-struggles. Their experiments in comprehensive schooling have become an exercise in either delaying a decision or maintaining a dialogue.

In other European Community countries, the picture is very different indeed. Four of those represented at Otzenhausen have a more or less complete coverage of comprehensive school systems at least to lower secondary stages.

But the contrasts are still perplexing. How does it come about that Denmark can have an almost idyllic doll's house scene, generously provided and totally supported, while Italy, with all the opportunities of high staffing ratios, has in its cradle of civilization the crumbliest of down-trodden and dispirited schools, comprehensive or not?

How is it that at a time when the British Government is playing a two-faced game of going for centralist power while keeping and heaping responsibility on local government and blame on schools, those arch-centralists of Europe, the heirs to Napoleon, have now espoused proposals which will bring life and initiatives back to where they belong, where the pupils and teachers are? Have we all been reinventing the wheel and twirling it in different directions?

Perhaps we should follow the example of our Minister of State and look to the Danes for a model of what a society can do if it has the will to do it properly. By all means let him look at public funding of private schools if the private schools are required to be publicly responsible, to follow the same comprehensive pattern and content, and if the public sector has class sizes in the teens and a budget of 15 per cent of the GNP.

But the Danes with their 10-year *Folkeskôle* from age 6 to 16, have not solved the problem of older pupils tiring of school or of post-16 provision.

The revelations of the colloquy were centred on the French and British (or English, more's the pity). Anne Corbett's recent *TES* article on the French commission's proposals for secondary schools signalled just how sweeping a reform is contemplated in that country, and already being successfully enacted in the pilot schools.

There at Otzenhausen was Mr Louis Legrand in person, with his team, to transform a post-Napoleonic era.

France is, of course, already comprehensive by decree. Now comes the challenge of devolution and distribution of initiatives to the local community and its schools. That prospect is particularly exciting for future dialogue across the Channel.

As for the English, they surprised the conference first by largely dispensing with the headphones and talking strange tongues, and then by demonstrating an astonishing consensus, even though they were drawn from the different fields of research, training, practice and policy.

The colloquy expressed a common intent to respond to major issues facing young people, and to explore curriculum development, community education, groupings, and teacher-training.

It concluded on a high note of positive commitment to the principle of integration, whatever the interpretation of local circumstance.

It also examined future means of cooperation, and a proposal is emerging to establish a continuous forum within the European Community, probably to be associated with a programme of study visits and exchanges for this specific purpose.

Conscious of its own problems, the German Federal Republic may well have started something of significance for us all.

John Sayer is principal of Banbury School.

OVERSEAS

Everybody wants to get back to basics

UNITED STATES

Peter David reports on a new mood sweeping the academic world

The United States has embarked on a reassessment of the high school curriculum which is expected to result in a dramatic return to basics. And, for once, a spate of recent reports on school performance reveals a startling degree of unanimity about the shape a common curriculum should take.

Last month's highly-publicized report by President Reagan's National Commission on Excellence in Education blamed the "cafeteria style" curriculum offered in many American high schools for a marked deterioration in educational standards. The report called for the introduction of what it called "The Five New Basics": English Mathematics, Science, Social Studies and Computer Science.

Almost simultaneously, another report by the Twentieth Century Fund said pupils ought to learn one foreign language, stressed the primacy of English and said schools should offer all children "advanced training" in mathematics and science. Yet another report, published by the Education Commission of the States, reached similar conclusions.

None of these reports, however, is expected to have as much influence on the reform of the curriculum as a 10-year project launched in 1980 under the aegis of the College Board, a New York-based non-profit organization. The study, called the Educational Equality Project, may give the United States the nearest thing it will ever have to a core curriculum.

The first product of the project was a statement specifying what high school students ought to learn as part of six "basic academic competencies" – reading, writing, speaking and listening, mathematics, reasoning and studying. Now it has followed up with a detailed specification of what college-bound school-leavers should know and be able to do. To its earlier list of competencies it has added six "basic academic subjects" – English, the arts, mathematics, science, social studies and foreign language.

What is interesting about the project's recommendations is that they were not drawn up by a small committee of experts but evolved during a lengthy sequence of meetings and conferences involving teachers and university lecturers. This means the curriculum it proposes reflects what teachers in the classrooms already believe and stands a good chance of being implemented.

It is surprising, therefore, that the curriculum is extremely ambitious. "We realize that implementing these statements is a tremendous challenge to students and educators," said Dr Adrienne Bailey, vice-president of the College Board. "But we also believe that if college entrants do not have the kind of educational preparation we have outlined, they will enter post-secondary education unable to take full advantage of the opportunities that are presented to them."

A flavour of the aspirations for the new curriculum can be gleaned by the definitions of standards it expects all school-leavers who plan to go to college to have achieved. In English, for example, even students going on to science subjects are expected to be able to read a literary text analytically, seeing relationships between form and content. All school-leavers are expected to know something of the arts and have some intensive preparation in either the visual arts, theatre, music or dance.

All school-leavers are expected to be familiar with the basic concepts of mathematical reasoning with knowledge "in depth" of algebra, geometry and functions. They are also expected to understand statistics so that they can represent data graphically, and to understand the difference between the average, median and mode in algebra. Students should be familiar with permutations, combinations, counting problems and the binomial theorem.

The College Board balks at including computing as a basic academic subject but describes it as "an emerging need" which is having a profound influence on learning and the world of work. Students entering college would, it says, profit from a basic knowledge of how a computer works and familiarity with computer terminology. School-leavers should also have some understanding of the problems and issues raised for society at large by computers.

Every college-bound student is also expected to have a detailed knowledge of at least one field of science. In physics, such knowledge would include the central principles of mechanics, optics, wave phenomena, electricity and magnetism, heat and kinetic theory, atomic and nuclear physics and relativity. College entrants should also be proficient enough in a foreign language to hold simple conversations.

Social science is included as a basic academic subject and includes a knowledge of United States history and world geography and cultures. Students are also expected to be familiar with the techniques of the social sciences and have a basic understanding of one of them – economics, political science, geography or sociology.

For many schools, the College Board curriculum can only be an aspiration. But the Board has already had considerable success in encouraging local areas and schools to adopt its recommendations as targets for high school teaching. The executive council of the American Federation of Teachers has adopted the statement of basic academic competencies and the State Higher Education Executive Officers Association has urged its members to do likewise.

The academic senates of California's community colleges and universities have endorsed the basic academic competencies and recommended that they be strengthened in all schools in the state. A recent report by the Idaho Commission on Excellence used the College Board statement as the basis for a core curriculum in the state's schools. There have been similar actions in Tennessee and Kentucky.

The College Board is planning a major campaign to persuade schools to adopt the statement of basic academic subjects as well. Copies of the report are being sent to school administrators, principals, parents and university officials. There is little doubt that many schools will adopt the curriculum, but pupils are unlikely to meet its requirements unless colleges and universities insist that new students meet more stringent entrance requirements.

Some universities, alarmed by the amount of remedial teaching they have to give new students, have begun to raise their entrance requirements, but others are worried about the impact on recruitment of a sharp reduction in the number of college-age students.

Ernest Boyer, president of the Carnegie Foundation for the Advancement of Teaching, said recently: "There is no question that the urgings towards higher standards are on a collision course with the reality of both demography and financing."



GRENADA

Paul Flather assesses progress in education since the 1979 coup

Put yourself in the picture . . . get an education, even if it does mean lessons held in a deprived learning environment like this shady tree under the Caribbean sun at St Paul's school, Grenada.

More smiles from an indoor class – one of several in the room – at St Paul's. Inset: Pauline Waldron, headmistress.



Planning ahead for a bumper harvest

"The children themselves are using the land round the school to plant sweet potatoes and pineapples. They are so enthusiastic to see things grow," Pauline Waldron, headmistress of St Paul's secondary school, overflowing with 634 pupils – often with four classes to a room – is describing life in Grenada since the 1979 revolution.

One of the most significant changes has been reform of the curriculum. No longer are children expected to use the old Royal Readers, reflecting the British way of life, sing about Bobby Shafto or Loch Lomond, add up in pounds instead of local dollars, or learn about Drake, Hawkins and Raleigh, hardly heroes to Caribbean people.

All schoolchildren now learn mathematics, English, social studies, history relevant to the Caribbean, and agricultural science.

Grenada's economy is almost entirely dependent on exports of cocoa, bananas, juices, sugar, and above all, spices – particularly nutmeg. "It's natural children should learn about agriculture from an early age – and they love it", Ms Waldron says.

She is not starry-eyed about the bloodless revolution that brought the People's Revolutionary Government headed by Maurice Bishop, the Prime Minister, to power four years ago. She complained about the lack of space, too many exams, the need for repairs and a new kitchen, and showed me a pile of broken chairs.

"To be a good teacher here you must have a loud voice", she says in her vibrant, half-mocking tone. But she also reels off the important changes in the past few years: more school places, a growing school nutrition programme, more higher education places to aim at, better-trained teachers, and much improved course books.

When the Marxist PRG overthrew Eric Gairy, it inherited an education system in decay. According to Mr Didacus Jules, Permanent Secretary at the Ministry of Education, there were four main problems: the buildings were falling apart, there were few trained teachers, the structure was very authoritarian, and the curriculum was too European-orientated.

Grenada is a rugged little island, 21 miles long and 10 wide, lying 80 miles off the Venezuelan coast. The population is 110,000, mainly descended from former slaves. Most subsequently became peasant farmers or labourers.

Education has always been singled out as government priority, accounting for almost a quarter of the annual expenditure. In his New Year address, Mr Bishop spoke of his aim to make the country one popular school, with the principle that education never stops. Billboards proclaim, "Education is a right".

After the coup came a vast consultation exercise on education, involving churches, unions, civil servants and international experts such as Paulo Freire and Dr Walter Rodney, a renowned Caribbean historian. First emphasis was put on adult education and literacy with the launching of "Freedom Schools" or Centres for Popular Education.

Then 1980 was dubbed the Year of Education and Production. "For the first time in 25 years people were told education and training really mattered", Mr Jules said.

Most of the country's 65 primary and 16 secondary schools needed repair. A nutrition programme and school meal service was introduced, and so far covers two out of three primary schools, and later in 1980 secondary school fees were halved. The next year they were abolished, leading to great increases in attendance. There are also grants to help pay for the uniforms.

A programme of in-service teacher training was launched. A report blamed low pass rates among children – in 1978 one in four passed the school leaving examination – on the fact that only 316 of the 997 teachers were trained. With a drop-out rate of almost half it would have taken 35 years and £4.5m to build up a force of 1,000 trained staff.

Now teachers spend Fridays at training school, and to fill the gap a Community School Development Programme has been set up, bringing local skilled workers into the school.

The training programme has also provided a first chance to standardize the curriculum. All schools use similar materials now, including the Mafry-show Readers, named after a former Grenadian trade union leader. With titles like *One Caribbean*, *We build our communities*, and *The land must produce more*, there is little doubt how the PRG wants to exhort a new pride in the country. Most of the books are printed in Cuba at a nominal price, a sign of the friendly cooperation between the two islands.

Finally, barriers are being broken down by student councils, created in all secondary schools, and the teachers' union GUT is centrally involved, with maternity rights, and pension schemes all agreed. Wider consultation also takes place.

This year the Government is spending just over 22 per cent of its budget on education, three times the defence budget, and by far the highest allocation. Plans in the latest document include £180,000 on repairs to 12 schools – including St Paul's – new furniture paid for by UNESCO, a Young Scientists Movement, and a Sports for All campaign.

Ms Waldron believes real progress is being made. But she agrees much has still to be done.

"I am very excited by the progress. But I am watchful. Our revolution is still young. At least people have a chance to make their voice heard and take education seriously."

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LETTERS

A peace play's purpose

Sir – It is a matter of importance that a parent should feel so strongly about something happening in her child's school that she should go to some length to register her concern. It is regrettable that Mrs Gardner's son should find the performance of a peace play "vicious and violent" (*TES*, May 20), if this he did without adult prompting.

It must be said, however, that the theatre company concerned is one of the longest standing and most respected companies specializing in plays for children and young people. This association happily endorses its work and fears that Mrs Gardner's reaction and that of her son is unusual, for we have letters from headteachers and clergymen from various parts of the country, including Somerset, which clearly state appreciation of the educational merit of this play and others by the company.

Many members of this association, like our colleagues in Somerset, have been confident to recommend this company to our schools, which we have been doing for 25 years. It might be said that Mrs Gardner's concept of truth, while acceptable to her, may not be to others.

Mrs Gardner also asks: "Drama in schools – exactly what purpose does it serve? Perhaps parents could be informed." Mrs Gardner can be directed to a tremendous volume of official evidence as to its several purposes, as well as to much writing on the subject.

Sufficient to say here that it has been part of the curriculum of most schools for many years now and, like any other activity in school, has to be seen as a valuable learning process by headteachers, governors and members of Her Majesty's Inspectorate and the local advisory service.

Its centrality to the curriculum is evidence of the worth with which it is regarded. Indeed, if Mrs Gardner is able, this association would invite her as its guest to attend its annual conference Open Day which is looking at this very topic.

Under the title of "Drama for Capability" two respected educationalists, Desmond Hogan and Dorothy Heathcote, under the chairmanship of a respected chief education officer, will be addressing themselves to this subject in York on September 23.

DAVID MORTON
Chairman
National Association of Drama Advisers
Guiseley
West Yorkshire

Subtle indoctrination in class

Sir – I have been interested in recent correspondence concerning the "peace" plays and especially in Victoria Gardner's letter. In her final paragraph she says: "I will not tolerate my son being used as a captive audience for any teacher or group of whatever political persuasion who wish to influence his thinking."

I agree to a certain extent with her feelings but what I find more worrying is the more subtle indoctrination that goes on. It has been my experience that the majority of teachers that have taught my children have been conservative in their outlook on gender, race and education as a whole.

Therefore my children are frequently being exposed to ideas and opinions opposed to those they find at home and not just occasionally during one afternoon's "treat", but in every aspect of school life.

If they do have a teacher who has similar beliefs to my own, that teacher may well find difficulty in altering the status quo and be forced to "flow with the tide".

So it may be some comfort to Victoria Gardner to know that I was not informed of the "content" of my daughter's project on the royal tour of Australia, or whether I approved the sexist illustrations or storylines in reading books or even if I thought it right that only boys were included on an outing to a local football club. These are just a few of the issues I felt concerned about recently.

Finally, in answer to Mrs Gardner's third issue on the value of drama in school, I'd like to suggest that it, very basically, serves to entertain, inform and stimulate thought and discussion, just as drama in the theatre, radio and TV does.

**E BETTERTON
20 Durham Road
Raynes Park
London SW20**

Farringdon reply

Sir – In answer to D J Hale, headteacher at Farringdon School, Sunderland, writing in last Friday's edition of *The TES*, I would like to make the following points:

The phrase "major organizational problem" was partly intended to provide a link in the aims of this school and the one described in the preceding paragraph; in both cases, the schools appeared to be encountering problems in teaching modern languages in any conventional or traditional way, due to the variety of pupils' mother tongues and, in the case of Farringdon, to decreasing interest in modern languages. Since a modern languages department is an important part of any secondary school, a change in its structure, resulting in an inter-relationship with other departments and the consequential development of a new curricular subject surely constitutes a form of re-organization? The word "major" is relative: personally, I consider that Farringdon School showed considerable imagination and enterprise in the entire scheme and would argue strongly that from an outsider's viewpoint, this was a major area of difficulty which they did indeed turn to their advantage.

Secondly, the question of which members of the school showed interest in a language awareness policy arose in remarks made by the speaker at the conference in Leeds, Lynn Powell. She described the early work on the scheme by the remedial department and I have recorded her statement to the effect that "the English department was completely uninterested". As can be seen, in my report I was in fact moderating this to some extent. I am delighted to learn of the much wider interest being taken by everyone concerned. No doubt some of this is due to a change of administration.

Thirdly, the point concerning financial support from the local education authority was also made by Lynn Powell. She did not state, at the time, that no financial support had ever been sought and perhaps in this she was being a little unfair to the LEA. She has since informed me that her remark was made "partly in the hope of gaining offers of sponsorship or funds from the conference organizers".

I would like to add that I found the achievements of each school represented at the conference quite remarkable and enterprising. As both a teacher of English, in the traditional "Eng. Lit." sense, and a linguist, I was excited by the imagination that had produced such policies and ideas. There was never any intention of destructive criticism, on my part, simply that of reporting to as many as possible, who were not fortunate enough to have been present at the conference, what I saw and heard.

VALERIE WEEKS
20 The Avenue
Loughton
Essex

Naive view

Sir – Sir Keith Joseph, who by the laws of chance must occasionally, albeit rarely, get something right, would do well to ignore the Association of Science Education's naive view that students' understanding of the social and economic implications of physics should be examined.

It is naive for several reasons. First the issue is too important to be curriculized. Any teacher worth her/his salt who wants to raise these issues does so irrespective of the curriculum. Conversely, any teacher who does not feel these issues to be relevant is quite capable of providing the kiss of death to any curriculum package which includes them.

Second, if these issues are to be raised formally within the curriculum, then the logical place to raise them is within the context of the social studies curriculum. Third, in support of their stand the ASE seems to be perpetuating the myth that the content of a subject significantly relates to the take up (popularity) of that subject. Nothing could be further from the truth. Pupils' and parents' perceptions of the job market and the changing role of women in society are infinitely more significant in determining choice, as present trends clearly show.

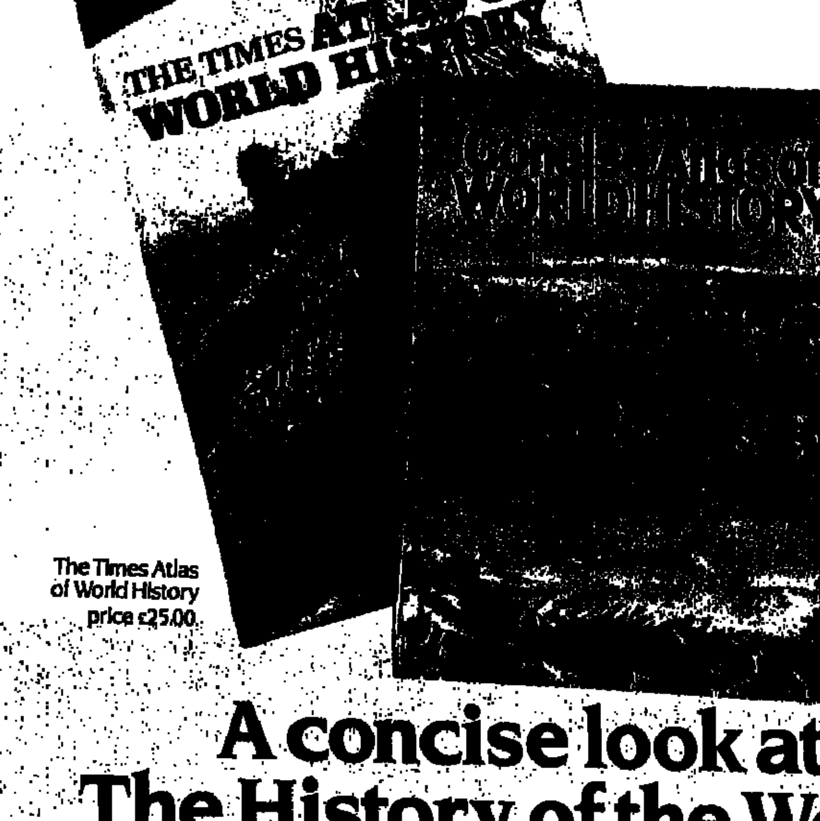
But finally, and most importantly, the reason why the ASE is so incredibly naive in its desire to have these issues examined – and that is not the same as wishing them to be in the curriculum – is that it brings overt political control of the curriculum that much closer. No politician is going to care how Newton's Laws of Motion are examined; they are going to be interested, however, in how nuclear issues, genetic engineering, vivisection, and abortion are handled. And the more polarized today's society becomes, the more likely that interest is to be translated into central political control.



Physics teachers should applaud Sir Keith's decision and urge him to stick to his guns. He has maintained for them a freedom which the ASE establishment seems hell-bent on throwing away.

B R CHAPMAN
Centre for Studies in Science and Mathematics Education
The University
Leeds

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Old problems

Sir – It is probably true that in terms of voting loyalties West Lancashire will be "a starkly divided constituency" on June 9, (Aristides, *TES*, May 20). Sadly though, local teachers know that some problems remain depressingly similar throughout the constituency. A survey carried out by the local West Lancashire NUT last autumn, found that schools in both the "fertile and prosperous West Lancashire plain" and the depressed new town of Skelmersdale are suffering from similar staff and equipment shortages.

The situation was again highlighted earlier this year when the assistant divisional education officer for West Lancashire revealed in the local press that school governors were becoming concerned that the capitation allowance for primary schools was still way below the national average.

Interestingly, he added that "any measures to better the situation would mean a political decision at central government level". As part of our contribution to the NUT's "Our Children, Our Future" campaign the union's local association is seeking just such a commitment "to better the situation" from *all* the candidates in West Lancashire.

Finally, Aristides notes that "the new town of Skelmersdale has one of the highest unemployment rates in England". Sadly, though the figures for adults are appalling – 34.2 per cent for Skelmersdale in August 1982 – the situation for school-leavers is even worse. The combined figures for "prosperous" Ormskirk and depressed Skelmersdale show only 1 in 10 school leavers got permanent jobs last summer.

ANDY BUTTERWORTH
West Lancs NUT
74 Fairstead
Skelmersdale

LETTERS

London dates

Sir – In his letter published in the *TES* on May 13, Mark Featherstone-Witty suggests that if students take the January GCE examination of the University of London and receive their results after the closing date for entry to the June examination they cannot obtain a refund of the entry fees for any June entries which they may have made unless a doctor's certificate is provided. This is not correct.

The regulations of the London GCE clearly state: "Candidates who enter for the June examination and subsequently find that they have achieved a satisfactory result in the same subject or subjects at the preceding January examination may apply for a full fee refund, but such applications must be received at the University not later than April 30."

The issue of the January results after the date for the receipt of entries for the June examination is the result of the later start of the January examination because so many schools have extended their Christmas holidays, and the need for an early receipt of entries for the June examination because of the extra time required to deal with the increased complexity of many subject examinations.

The January results are issued as quickly as possible once the marking has been completed and all the necessary checks and counter checks have been made. Five weeks from the end of the examination period has to be allowed for the many processes involved and, in the interests of the candidates, the university is not prepared to take any short cuts which could affect the accuracy of the results.

A R STEPHENSON
University Entrance and School Examinations Council
University of London

Recipe for life

Sir – It is a pity that the photograph printed in *The TES* (May 20) showing some of the fifth-year pupils of The Wildernesse Boys School, Sevenoaks, with their home economics teacher, did little to dispel the myth that home economics is "just cooking". (The photograph showed the preparation of the special tea to be served to conclude the award presentations.)

Home economics is the study of the relationships and management of human resources in the home and society as a whole. With family circumstances changing so rapidly, this means that it is an increasingly important area of the curriculum for every child.

Good home economics practice confronts children with experiences which demand decisions, and the reasoned application of knowledge and skills to practical and relevant situations, so developing in the young the ability to cope in an increasingly complex technological and socially unstable society.

JANE M HOARE
President
National Association of Teachers of Home Economics
Mabledon Place
London WC1

Motivation

Sir – It may be of interest to some of your readers to hear of our experience in comparing the motivation of girls in physical science – physics and chemistry – taught as separate subjects, when taught in single-sex groups as compared with mixed groups.

We compared two mixed groups with two segregated groups and found far better motivation in the mixed groups. This is not a carefully controlled experiment but, as some science departments may be considering this change, I thought that our experience might be of some value.

We have no clear thoughts regarding the effect upon performance in examinations: their GCE results this summer may be of some interest.

PETER FULCHER
Head of science faculty
Arden School
Knowle
West Midlands

Role for the nursery teacher

Sir – We would like to reply to Patricia Gibbons' letter (*TES*, May 13) about "the gap" in our research concerning the learning environment and intellectual needs of young children, and the contribution which can be made by nursery teachers.

It was not mentioned by your reporter (*TES*, April 22) but was clearly stated in our research report (Bain and Barnett: *The Design of a Day Care System in a Nursery Setting for Children Under Five*). In the final chapter summary and conclusions under the heading "The Day Nursery as a Therapeutic and Educational Institution" (page 150) we say:

"An educational role for day nurseries? Care and education for the young child are inseparable. As the child gets older care and education tend to become differentiated into two systems. Day nurseries have tended to interpret their role as being concerned predominantly with care and believe that children can best be helped educationally in a day nursery environment by being encouraged to develop on their own.

"More structured approaches to the education of the older children are sometimes rejected, partly on the grounds that a day nursery is not a nursery school, that the children are likely to be in the nursery all day and that a formal structured approach would not meet their needs. This is true up to a point. However, there is evidence to indicate from this research and other research that older children can benefit from a more structured approach to education along nursery school lines for a few hours each day.

"And we see no reason why in principle day nurseries should not incorporate for part of the day a nursery school approach for its older children, 3½s to 5s. This would be facilitated through the formation of groups based on development and age as occured at Longcot.

"Many nursery nurses want to become nursery school teachers, and a number leave nurseries for this reason.

"Again their potential capacities in this area are probably underutilized, and with appropriate training some nursery nurses could provide more structured educational opportunities in the nursery for part of the day. The advantage of developing the role of nursery nurses in this direction (compared with the employment of nursery school teachers) is twofold, providing continuity of relationships for the children during the day, and giving some nursery nurses a more interesting job. If nursery school teachers are used permanently in this role this possible development of the role of nursery nurse is likely to be prevented."

**LYNN BARNETT
ALASTAIR BAIN
Devon Area Health Authority
Child, Family and Adolescent Psychiatric Service
97 Heavitree Road
Exeter**



Welcome start

Sir – We were delighted to read your report entitled "Family care" and hope it will be just the beginning of a regular and much needed focus upon the fundamental changes which are at present taking place within the field of pre-school education and care.

We have tried to implement some of the major findings of the research, "The Design of a Day Care System in a Nursery Setting for Children under Five", during the transition of a traditional day nursery towards a family centre setting, and were fortunate in having Lynn Barnett, one of the authors of the research project, working alongside and supporting our team.

This report, and the work of many similar centres throughout the country, raise many fundamental issues concerning the work of early educationists, one of the most important being the need for central and local government commitment to a cohesive and rational policy for the support of families with children under five.

Another major issue is the need to redirect child-centred nursery education, and care-orientated traditional day nursery provision towards a wider philosophy which recognizes the family unit as the cornerstone. The most effective way to improve the quality and expectations of life of a young child is to ensure that the parent/s have the necessary support to enable them to provide for their own children. It is to "what form of support" that family centres address themselves. They are attempting to utilize professional, multidisciplinary and voluntary support which does not undermine a family's healthy development or its status within the community.

These issues alone have wide ranging implications for all the professionals and voluntary organizations who are already involved in the work with the under fives and their families. The skills required to support a family effectively do not lie in the social work, education or health initial training programmes, nor indeed are they found like an ever-flowing fountain in the community at large, but are in fact embedded, in part, in all of those.

LIZ WAY
22 Chichester House
Coates Road
Exeter

YTS profit ventures foreseen months ago

Sir – I found rather naive the report headed "Profit motive prompts YTS participation" (*TES*, May 20). Mark Jackson records his surprise that companies are *unexpectedly* moving into the YTS as a commercial venture. Further education lecturers, seeing the erosion of educational standards by policies adopted by the MSC, could have told him this was likely several months ago.

To give two examples illustrating this I can turn to a lecture given in September 1982 at Bury Metropolitan College of Further Education by Dewi Rees at which he threatened lecturers: "If further education doesn't deliver the goods, private educational concerns will", and to a private company, the Business Support Unit Ltd, which has been financed by the MSC to run Unified Vocational Preparation courses in the North West.

Isn't it ironic that the Government which destroyed the training boards, and here I am thinking in particular of the Distributive Training Board, is now paying its personnel to set up in private enterprise and put in jeopardy the jobs of those lecturers who for years have trained young people. It's my belief that the MSC have only ever paid lip service to further education providing "off-the-job training".

SUE ASHBY
Lecturer/YTS
11 Inman Street, Bury
Greater Manchester

On the cheap

Sir, – Your report on the Youth Training Scheme (*TES*, May 20) considers some current developments as "totally unexpected". We do not find them so.

YTS presumes the existence of industry. In Liverpool there is little or none, and consequently there are large numbers of young people promised a place on YTS. Rather than recognizing this, and adapting YTS to fit industrial and economic variation, the MSC insists on Liverpool finding 30 per cent Mode A places. We are told they are confident they can meet this target.

In April the Merseyside Area Manpower Board agreed 1,670 Mode A places. Of these, 905 are in services/sales, 480 are in admin/clerical and there are none in craft/design, technical/scientific, manufacturing and assembly, processing or transport services. The AMB tends only to see two sides of A4, and no details on work placements. Having tried, from colleges, to find placements – a long, arduous and difficult task in a city with so little employment – we are astonished that any managing agent has been able, and so rapidly, to provide quality work placements in the numbers claimed. There is little detail available on plans for off-the-job training, often limited to such comments as "could cover seven modules", "in college and/or in the house", "this will be given in training premises".

Where there are no apprenticeships, Mode A – discount funded against apprenticeship provision – must be "topped up" if rates are to be adequate. Many local education authorities – not, as yet, Liverpool – have done this.

There is no place given to the National Association of Teachers in Further and Higher Education (or FE staff) on the AMB, or in any of the MSC's consultative or decision-making procedure, and FE is not seen as essential to YTS, but as one possible option for managing agents, should they so wish.

We see the situation you report, not as unexpected but, given MSC's overriding determination to meet targets, as inevitable. Work placements are being invented for the purposes of the scheme by private "training" institutions, (with little possibility of subsequent employment) claiming to be able to run Mode A at cost, or even (despite David Young's disbelief) at a profit. If it is FE that is too expensive, then clearly the profit is to come from the off-the-job training.

We are not opposed to all employer-based training establishments. There are firms with long-standing, excellent records. But what is needed in Liverpool is the matching of the needs of the young persons to existing resources of proven worth, and, where necessary, the expansion of those resources. In fact the existing resources are being ignored in favour of something whose known characteristic is that it is cheaper: 5,500 school-leavers are soon to find out what this actually means.

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Insider dealings

MICK WILSON



Having worked for several years as a tutor in charge of the classroom studies part of an in-service BEd degree for serving teachers, I remain greatly impressed by the quality of critical analysis contained in the observations of teachers when they write about their own work in schools. Our in-service course at Bulmershe College is based upon the analysis and evaluation of vocational practice. By combining theoretical and methodological input with the understanding teachers have of classroom life it is possible to build a strong bridge between research and practice.

A grant from the Schools Council, enabled us to work towards the publication of a number of case studies in two volumes, entitled *Inside Classrooms*. They range from primary to secondary and special school to FE college. Most involve two colleagues working together with one acting as observer and interviewer. The two teachers aim to obtain as clear a picture as possible of a lesson by considering the evidence of on-the-spot observations and subsequent accounts of the same lesson given by the teacher and pupils. Comparing observations and accounts from the three vantage points of observer, teacher and pupil forms a triangle of perceptions on which analysis and commentary is based.

As Vic Parks, one of the contributing teacher-authors wrote:

"It is the in-depth and consultative aspect (with teachers and pupils) which is invaluable as they are the customers. In the final analysis they are at the 'sharp end', and the way they perceive the lesson [illegible] more important than any extrinsic, 'expert' observer, as he or she can only make assumptions about effects of teaching methods . . ."

The studies aim to penetrate the surface levels of classroom discourse. For this reason we have avoided the usual systematic and quantitative methods of analysis which impose, in our view, an artificial framework over the lesson being studied. The views of participants have been welcomed. One of the strengths of this kind of action research would seem to be the heightened levels of communication between colleagues and with pupils who share in a scrutiny of classroom activities. Such research is likely to form stronger teacher attachments to theory than much of the classroom research by professional non-teacher researchers.

Inside Classrooms represents the kind of aided teacher research that is necessary before recommendations about changing classroom practices (of which there are more than enough) can be considered. We need to know *what* we are doing before we try something new in order to judge the effect of any innovation.

Teachers who develop professional skills in monitoring language policies and appraising their own classroom language strategies do so in the face of tremendous pressures. We were able to make some progress along these lines because we received financial support, and we were able to benefit from the shared theoretical and practical input provided by a course in classroom sutdies. Unfortunately, most teachers remain isolated from such opportunities and remain preoccupied with their struggle to come to terms with the increasing demands of a full teaching programme.

Another of the teachers, Hazel Powell, wrote: "The teacher also recognized the value of an observer, certain things had been noticed that she had missed and rather than feel threatened she started to reflect on the fact that we are always rushing against time and often miss valuable [illegible]."

Our intention has been to get as close to the natural scene as possible. We start from the principle that meanings in communication between people are multiple and elusive, they cannot be captured in a broad net cast in shallow waters. The late Professor Lawrence Stenhouse was fond of reminding teachers that each classroom is a unique place of learning. It has been our purpose to unravel some of the meanings that are interpreted by individuals in some of these classrooms. We would hope that, ultimately, the reader will raise questions about the studies, and possibly about their own classroom practices rather than accept our observations as proven evidence about ways *all* people behave in *all* classrooms.

Mick Wilson is senior lecturer at Bulmershe College of Higher Education, Bulmershe Court, Woodlands Avenue, Early Reading, RG6 1HY. Enquiries about Inside classrooms *should be addressed to him.*

Industrious teachers

RUTH HOWELL

The practice recommended by Anthony Wood (The Management Game, *TES*, May 6) of industry collaborating in the management training of head teachers, already takes place, and is part of the thinking behind my work at present.

It started as an experiment. As part of its developing links with schools one organization in the Thames Valley Region of UBI agreed four years ago to accept a teacher on one of its management training programmes. The experiment seemed to work and over the next two years arrangements were made with a variety of companies for senior teachers to attend company programmes of management training and development. Ten companies are now working with UBI in the Thames Valley in this way. A similar number have made further offers to make their experience and expertise in the field of management training available to headteachers and other senior staff in schools.

A major breakthrough came with the birth of the UBI/Rank Xerox partnership two and a half years ago.

One of the first initiatives undertaken by this partnership was the running of "Awareness of Industry" workshops for teachers in 1981, developed from a model piloted with BOC in 1980. These workshops covered elements of business including manufacturing, selling, finance, technology and management skills training. The last topic aroused such interest that it seemed to be worth developing.

The practice of nominating heads and other senior teachers to attend Rank Xerox management skills training was established. Teachers found many techniques were transferable to schools and evidence of the transfer actually being affected gradually began to accumulate; the more senior the teacher, the greater was the degree of transfer back in the school.

The next step was to provide a greater number of headteachers with the opportunity to study the industrial approach to management.

The first UBI/Rank Xerox workshops for headteachers was held in October 1982 at the company's training centre at Newport Pagnell, Buckinghamshire. (A report of the workshop is available from Ruth Howell.) The heads who attended seemed to feel:

- It fulfilled a real need;
- The industrial approach to objective setting, team building, interactive skills, analysis of management styles and the emphasis on managing tasks through people were directly relevant;
- The workshop provoked general rethinking of their management style.
- Contact with the business world broadened perceptions and understanding of the climate in which business operates, and of the rapidly changing world of technology.

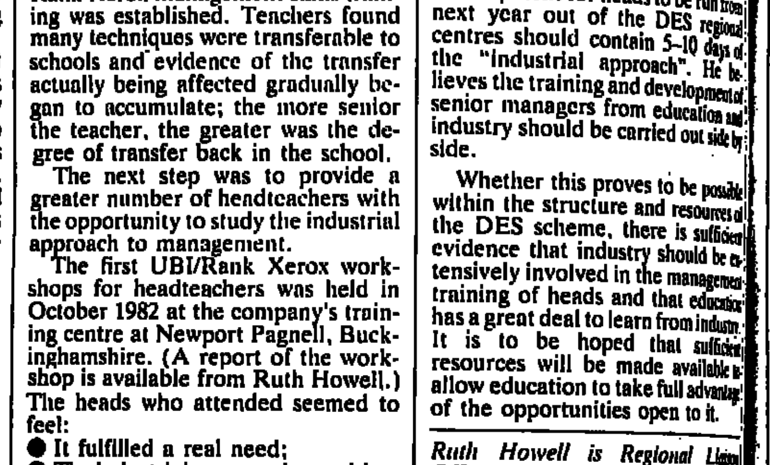
Tim Brighouse, CEO for Oxfordshire, recently declared his wish that the 20-day modules of management development for heads to be run from next year out of the DES regional centres should contain 5–10 days of the "industrial approach". He believes the training and development of senior managers from education and industry should be carried out side by side.

Whether this proves to be possible within the structure and resources of the DES scheme, there is sufficient evidence that industry should be extensively involved in the management training of heads and that education has a great deal to learn from industry. It is to be hoped that sufficient resources will be made available to allow education to take full advantage of the opportunities open to it.

Ruth Howell is Regional Liaison Officer in the Thames Valley for the Understanding British Industry Project Cape House, Exchange Road, Watford, Herts, WD1 7EQ

Improving girls' figures

BRIAN CANN



They myth that mathematics is a boys' subject is self-perpetuating. Certainly the evidence seems to show that many girls do not see maths as having the same relevance to them as it does to their male counterparts and that girls as a group underachieve in the subject through lack of confidence or interest rather than from dearth of ability.

The mathematics faculty in Bridgewater Hall, Stantonbury Campus has been aware of this problem for some time. The growth of an equal opportunities group on campus as well as the publication of the Cockcroft Report helped focus our attention on the need to include positive strategies in our teaching to cater for girls' needs.

We drew on the belief that girls and boys are still often raised with different sex-stereotyped interests on the research showing a significant increase in the examination performance of girls taught in single sex groups. What we wanted was to raise girls' interests without causing wholesale disruption to the running of the faculty.

We borrowed an idea used successfully by the Open University: a one-day maths event, for girls only, with the aim of presenting mathematics in an enjoyable and practical way.

Inviting students from other secondary schools meant the participation of more than 120 third and fourth-year girls with good mathematical ability. Interested staff at Stantonbury Campus were augmented by four teachers from other schools to put on a series of 12 workshops from which participants selected two.

These workshops reflected the interests and skills of the teachers involved and included the mathematical relationships of patterns in nature; building arches and testing their load bearing capabilities; computing in a number of guises; the statistics of equality and quantity surveying.

Some of the workshops we knew would be fun. The drama session in which students had to make quantitative decisions about the siting of a dam somewhere in Africa, for example, or a musical workshop using micro-computers, recorders and a lot of percussion. But we were not quite prepared for the enthusiasm or the evident enjoyment with which both students and staff approached the sessions.

To end the day we organized a careers circus, displaying a number of mathematically-based jobs, many not regarded as "female work" but all represented by women working in Milton Keynes.

The student clearly found the day enjoyable and stimulating; almost all of them said we should repeat the exercise. Just by holding the event we had shown colleagues, parents and employers as well as students of both sexes that we believe that girls, as much as boys, can become involved with mathematics and have the ability to do well in the subject.

Brian Cann teaches at Bridgewater Hall, Stantonbury Campus, Bucks.

A trusted servant

LIONEL KING

Embezzlement cases often hinge upon the individual who enjoys complete trust. This is particularly true in education where higher standards of integrity are believed to prevail.

It is heretical to suggest a person of long service and high standing might be capable of graft. But unwillingness to admit the possibility of dishonesty allows corruption to flourish. Archaic administrative structures, inept boards of governors and incompetent education authority officials allow corrupt individuals to survive in posts of authority and trust.

The technical college I joined as an assistant lecturer in 1964 was a remote dependency of a county authority, half-forgotten, in a Midlands conurbation. The principal, an ageing autocrat, appointed in the early 1950s, viewed expansion in FE as a threat to his cosy existence. His hatchet-man, let's call him Collins, had been registrar for 20 years. Colleagues briefed me about the power Collins wielded. To incur his displeasure would prejudice my career.

My first transgression occurred only days later. I made a brief phone call to London. The operator confirmed the charge. I paid the college telephonist 2/8d which she entered in her account book. Later Collins called me to his dreary office. A different account book was thrust before me showing 32/6d for an unpaid call by my name.

On a second summons, I was all but accused of theft. Colleagues urged me to pay up. No one ever questioned Collins's accounts, but the entry in the telephonist's book strengthened my resolve. She confided that either book might be handed to her any morning for logging calls. I mentioned this point to my head of department. He agreed it was odd, adding, "it's been going on for years." In the event I did not pay up.

Then there was the post. All incoming mail was opened by Collins. Later he called staff upstairs to collect their letters. I expressed doubts about the legality of this practice to my head. "Swallow your pride," he advised, "you've already attracted enough notice."

Then came my major indiscretion. The college librarian urgently needed file-cards. The printers, Catchem and Bendem, were notoriously slow. I offered to print 200 cards on my old Adana. The librarian undertook to arrange re-imbursement of £1.17s.6d. from petty cash. Instead I earned a 30-minute harangue from Collins who accused me of a serious infringement of local government law. I would be reported with my accomplice to the principal and the county authority.

After this episode I avoided all contact with Collins. But I learned that years before he had arranged his duties so he could slip off at 3 pm every day. To put in the necessary hours he arrived every morning at 6.30 am. His afternoon escape was to part-time employment as accountant to various local firms, among them, Catchmen and Bendem. Mrs Collins by the way was Bendem's daughter. At weekends the ever-industrious Collins earned fees as an itinerant organist at local churches.

Everyone hated the sight of Collins. Most were convinced he was crooked and could offer evidence of sorts. No one thought anything could be done. He was trusted implicitly by those above and his position was unassailable.

Year after year thousands of students were charged 2/6d. each for membership of a fictitious students' union. There were murmurings that this was Collins's private levy.

Upon local government reorganization the college amalgamated with other institutions within a metropolitan borough. The principal retired and Collins's powers and influence evaporated. He was placed back on a 9 am to 5.30 pm schedule. The students' union bank account was found to be empty. Enquiries began. Understandably, the new authority wanted to avoid blame for offences which had occurred in the time of its predecessor.

The charge on which the court found Collins guilty related to the students' union fund alone. There was no mention of the malignancy which had been allowed to grow for nearly a quarter of a century. The police were obstructed in the wider enquiries as the judge pointedly observed. Survivors of the old regime maintained a wall of silence.

Some details could not be suppressed. Enormous over-ordered stocks of obsolete printed stationery, supplied by the old firm, were discovered in lofts, cellars and cupboards and college annexes. There were discrepancies totalling tens of thousands of pounds in fees charged to students' employers. Food for the college canteen had for decades been purchased on Mrs Collins's Coop share number. The local branch promptly closed on losing its principal customer.

At a conservative estimate, with no allowance for inflation, the proceeds of direct theft exceeded £100,000. We asked each other how it could have happened. It had been an open secret. But there was no machinery by which genuine suspicion could be safely relayed to independent investigation. No such machinery exists in education even today.

No one wants a network of snoopers and informers. But for the good of the service, the people it serves and those who work in it, there must be safeguards. Perhaps more than anywhere we need democracy in our place of work.

Lionel King teaches in a Midlands FE college.

'To hell with teachers'

A S Neill's hatred of the authoritarian teacher could be stronger than his love for freedom says Jonathan Croall whose biography of the creator of Summerhill is published next week.

"What would you like to be when you grow up?" I have asked the question hundreds of times. Only once did a child reply: "A teacher." I had to send her away from my school later when she turned out to be mentally defective.

Over the years, Neill took a special delight in passing on this characteristically provocative anecdote to his lecture audiences. Yet, like many of his stories, it tells us as much about Neill himself as about the ambitions of his Summerhill pupils. From his self-appointed position "on the side of the child", he never saw teachers as anything other than The Enemy. To him they represented authority, by far the dirtiest word in his vocabulary.

Like so much else in his life and work, the roots of this antagonism can be found in Neill's childhood, and in his bitter experience of the narrowly academic and thoroughly repressive Scottish school system around the turn of the century. Under the influence of the notorious "payment by results" system, teachers demanded absolute obedience from their pupils, upon whose achievements their very livelihood depended. Severe punishment, in the shape of the tawse, was given not merely for misbehaviour, but also for inadquate work. The pupils learned history and geography by rote, and respect and obedience by intimidation.

A shy, awkward and anxious boy, the young Neill found such a regime abhorrent. Though he was adept with his hands, and the possessor of a fertile imagination, he was unable to take to book learning. At the village school he attended near Forfar, he lived in fear of the "dominie", who castigated him as being "good for nothing". Unfortunately for Neill, the dominie happened also to be his father, a stern taskmaster both at home and school, who made no attempt to hide his keen disappointment at his son's failure.

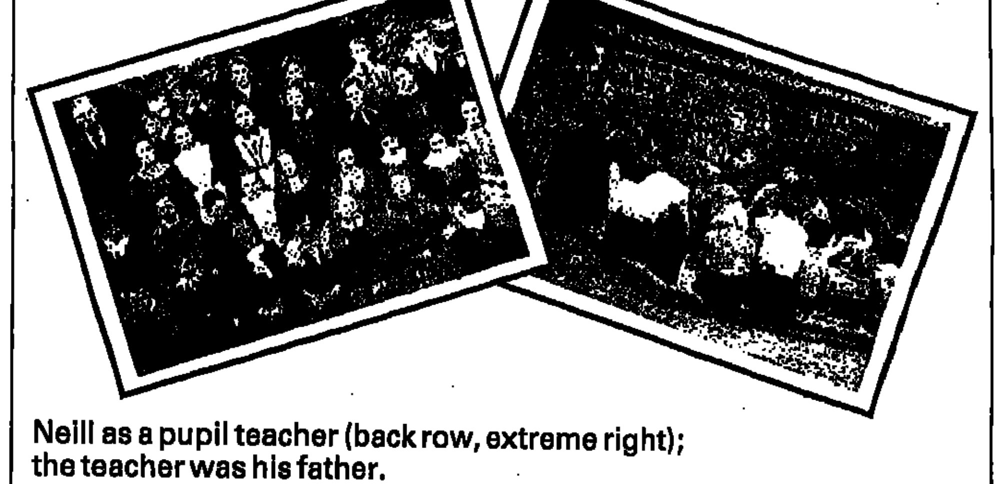
After leaving school at 14 – the only member of the family not considered bright enough to go on to, the local academy – Neill spent a further four years there as a pupil-teacher, under the critical and unforgiving eye of his father. His negative view of teachers was then reinforced by some five years spent as an assistant teacher in schools in Midlothian and Fife, where he worked under two teachers even more autocratic than his father. Children were beaten for daring to whisper in class, or for failing to learn the Shorter Catechism. Neill was forced to use the tawse whose thongs he had himself felt not long before. For most of this period he worked with fear in his heart, forced by the system to adopt an authoritarian role quite alien to his nature and temperament.

These kind of experiences marked Neill profoundly. They made him determined to create a school where children would be free to express their real nature, where learning would be less important than living, and where adults would hand out approval in place of punishment. These principles were, of course, central to the philosophy of Summerhill. But Neill's early years also played a part in shaping the way this philosophy was put into practice. This did not always make for an easy life for those who Neill took on as teachers.

In 1937, a reviewer of Neill's book *That Dreadful School* wrote in the *Observer*: "Mr Neill has not yet outgrown the childish plesure of trying to shock . . . he should really restrain himself from indulging in pleasantries such as the following: "I never visit lessons and have no interest in how children learn." ' Far from being a pleasantry, this remark provides a very fair picture of Neill's attitude to lessons, which he considered the least important part of life at Summerhill.

It was a viewpoint which brought a number of consequences. Because he attached relatively minor importance to their timetabled work, Neill tended to recruit his staff in a very casual and haphazard manner. He would frequently advertise at the last minute, or decide to take on the first candidate to come for an interview (to save on travel expenses, according to one teacher who came in this way).

Some teachers were taken on without ever meeting Neill: one man recalls writing about an English post, and receiving a telegram saying: "Pay £8 a month with laundry. Do come. If only for a term." Others were given the briefest of interviews, often in such informal venues as the



Neill as a pupil teacher (back row, extreme right); the teacher was his father. Storytelling at Summerhill 1983, above right.



To Neill doing was more important than reading (above) Neill in later years (right)

ABC café at Liverpool Street station. Not surprisingly, this technique led to a number of bizarre appointments over the years.

Once established at Summerhill, staff rarely received any guidance from Neill." I can't remember him saying much about the way one should behave or teach," one man recalls. "I do remember him saying on my first evening there, 'We don't go in for suggestion here.' " Another who came at about the same time remembers a similar experience: "Neill took me into the staff room, but said absolutely nothing. I racked my brains, and came up with one of two questions, like: 'If I'm taking English, what sort of courses are you doing at the moment?' 'I've no idea at all,' he said."

Needless to say, staff meetings at Summerhill were never occasions for intense pedagogic debate. "They were mainly about the boiler or the laundry, and rarely about education," one man recalls. A woman who was there for several years remembers: "The meetings were mainly about children, how they behaved, what we complained of, what we could do better, the parents – everything was discussed, but never lessons, Neill never bothered to ask teachers what they taught."

Certainly Neill was more concerned with a teacher's personality than with their specialist knowledge or past experience. One woman who joined the staff in the 1930s remembers: "I came armed with my degrees and certificates and recommendations from academic staff, but Neill wouldn't look at them. He just said: 'Let's see how you get on with the children.' " This, for Neill, was the acid test of his teachers, as another from the early years confirms: "After some weeks of my first term I got depressed, feeling I was teaching so little and not justifying my existence. I went to see Neill, who reassured me, saying, 'the kids like you, and that's all I want.' "

One member of staff received a note shortly before he was due to start at Summerhill, in which Neill said: "Just tell me again what you teach, I think you said history and English. Of course, it is all trial and error, but as long as both sides know this it is okay."

Some of Neill's trials did, indeed, result in error. Often he would improvise with the resources he had to hand rather than go through the business of recruiting new teachers. Although such a move often proved a success, there were times when it quite clearly failed. "Neill once asked me to teach French," one postwar teacher recalls. "I told him that I knew Latin and Greek, but not French. He said that the kids didn't know any either, and that all I had to do was keep a bit ahead of them. But it didn't work: the class just dwindled to one, and then disappeared."

Attendance at lessons certainly provided some kind of test of a teacher's ability, and over the years several unpopular staff found themselves with no children to teach. At one time, Neill ended up teaching maths to a solitary girl: "I wondered what was wrong with her," he commented wryly. He was, perhaps predictably, rather more of a traditional teacher than many others at Summerhill. One colleague defined his method as "not even chalk and talk, but talk and talk. He would just sit and tell people things." Another recalled: "His lessons were very formal, he would explain quadratic equations and then move on. He used to say kids weren't interested in modern methods, they just wanted the hard learning." A third put it in slightly different terms: "He seemed to believe in the willage dominie, but without the menace."

However traditional his approach in the classroom, Neill certainly never put pressure on a child to attend his or any other teacher's lessons. If anything, he adopted precisely the opposite stance, as one pupil from the early days recalls: "I thought I ought to go to lessons, and did at first, until Neill said: 'Why are you going to lessons? Who said you'd got to? I forbid it – unless you really want to.' " Such behaviour could sometimes annoy certain Summerhill staff, who felt that Neill need not remind the children *quite* so frequently that they need not attend lessons unless they felt like it.

However, in private Neill was prepared to accept some minor modification to the principle of voluntary lessons, as long as he could maintain his normal stance in public. One member of staff recalls taking such an initiative: "I felt kids should be encouraged to go to lessons. I made it plain to Neill in private that I insisted they came regularly for at least half a term; and that they let me know when they could not attend. He didn't disguise the fact that he disapproved of this – he would twit me in private about being a 'strict schoolmaster' – but he never interfered."

Despite his normal practice of non-interference in what children did at Summerhill, there were nevertheless some occasions when Neill's deeply engrained hostility to conventional schooling led him to behave in an uncharacteristic way. "Books are the least important apparatus in a school," he once wrote. "Only pedants can claim that learning from books is education." More than once Neill was seen to take a book out of a child's hand, and tell him or her to "go and *do* something". During the war, one group of highly-motivated children asked their English teacher to compile a list of novels for them to read. She compiled, but when Neill heard what she had done he became very angry. "I won't have this brainwashing and standardized culture," he declared, seemingly unable to accept that the idea had come from the children themselves. A fierce row ensued, and the teacher left.

Such behaviour by Neill conflicted with his fundamental philosophy of freedom. In general, though he remained firmly "on the side of the child", though sometimes to the extreme discomfort of the staff. As in other schools, there were conflicts between individual teachers and pupils at Summerhill. Unlike most headmasters, who would tend to be "loyal" to their staff, Neill more often sided with the child. On one occasion a teacher refused to allow a child to undertake a difficult piece of woodwork, on the grounds that he would not be able to do it. Asked to arbitrate, Neill suggested that the child should be given the materials so that he could find this out for himself. The teacher resigned in fury on the spot. Another member of staff recalls a slightly different episode: "One of the teachers didn't get on with the older girls, who were a powerful group. They complained to Neill, and he dismissed him. The staff were really upset, and there was a deputation to Neill. But he wouldn't change his mind."

Over the years at Summerhill Neill had many problems with his staff, some of his own making, some of theirs. Though he liked and got on with individuals, he never lost his driving hatred of the profession as a whole. At the age of 85 he fired off yet another salvo against schools and teachers in the letters column of *The Times Educational Supplement*, ending with the thought: "I must write another book, called *To Hell with Teachers*." He never did, but then the message had probably got through by then.

Jonathan Croall is the author of Neill of Summerhill: The Permanent Rebel, to be published next Monday by Routledge & Kegan Paul (£12.95) and editor of *All the Best, Neill: Letters from Summerhill*, to be published in October by André Deutsch to mark the centenary of Neill's birth.

FEATURES

Walking tall

Clowning in class helps the handicapped to grow, Jane Last discovers





The young man sat on the gymnasium horse and the children eagerly pressed around, passing him clothes. One gave him his black tailed coat, another his top hat.

Then he stood up and he was 10 feet tall. His bright blue trousers were strewn with sparkling stars and he had a glittering silver band round his hat.

He bent down and shook hands with all the children. Their faces were made up with brightly coloured grease paint and for an hour they were not severely mentally handicapped, but the clown's assistants performing in the circus ring under the big top. And it was this hour in their lives that mattered.

"This is your introduction to stilt walking", he cried, kicking one leg in the air. "What we want to do today is all sorts of circus acts. I'll come down to earth and we'll start our own circus."

"No!" they all shouted. "No!" They wanted him to be 10 feet high for ever. "But now you'll see behind the scenes at the circus", he said sitting down pulling up his trouser legs to show them his stilts.

It was two o'clock on a Wednesday afternoon at the Evelyn Fox Special School, Slough. Every Wednesday for 10 weeks the professional clown has drawn the children through a dramatic world of fantasy and imagination. Teachers and helpers were there too, in blue, white and red makeup. And now the clown has gone, they will continue his work.

"Fantasy is difficult to come by when you're handicapped", said Jude Blackhurst, the class teacher and an educational psychologist. "Here they have a vehicle with which to get hold of fantasy. It helps them express themselves in a social way – more than they would in a formal classroom setting, and it helps them relate to one another and their peers."

"Let's make the circus ring", said Mitch, the clown. They all joined hands in a circle. "Now introduce yourselves, bow and say your name" – a self-conscious task for anyone. Many children were standing with their arms folded across their bodies but each in turn circled their hands four times and opened out their arms in an exaggerated stooping bow, a flamboyant gesture opening themselves up.

The circle is a very important, secure shape explained Pete Mitchelson, clown, teacher and therapist. Everyone is equal. A lecturer on the Sesame course of drama, movement and therapy at London's Kingsway College in Holborn, he believes that drama and movement have curative properties. Through them the children could enhance their potential and integrate their thinking, feeling and doing. Their movement and vocal abilities were extended and their vocabulary and thought processes stimulated. They experienced achievement, self-awareness and enjoyment.

"The clown has a vulnerability, an incompetence in the way he encounters the world. This is easy for the handicapped to identify with", Mitch said. "The symbol of the clown is attractive to children, adults and handicapped. The clown represents magic, humour, hope and our own vulnerability.

Meanwhile, in the circus ring, the performers were warming up. "Imagine we're going up the ladder to the high wire". The children climbed up and walked the tightrope balancing with outstretched arms, jumping on the wire and bowing down to the cheering crowds below.

Mitch's drama sessions are also in-service training for staff and interested people from the community. "It helps an awful lot to see someone who really knows what they are doing. It gives a great boost to confidence", said Jude Blackhurst. "I've been running sessions myself since Mitch left." Five teachers and six non-teaching assistants have joined the project.

Anne Hodgkinson, acting head at the School, wants Mitch back in the autumn term. "I think it has been beneficial for children, staff and helpers. The teachers have gained a lot of confidence in their own capability. It has been nice for them to hand over the planning of a group to someone as able as Mitch and just watch. Jude has seen the benefit immediately in her own work."

She could not speak highly enough of Mitch. "I couldn't go into a school cold and pitch it just right, always fresh, always new, never threatening to the children. He stretched them without frightening them and created an environment allowing them to develop and expose themselves. It would be lovely to think it could become part of the school curriculum."

Highly disturbed, very dependent children at the school joined in and responded very well to the classes. Mitch believes he can work with all degrees of handicap. "People laugh at the clown who falls over. For the disabled this is part of their own lives – they can identify with clowning."

Jude Blackhurst summed up the benefits of the course. It had caught the children's attention and helped them to concentrate on instructions while requiring them to use their own imagination. "The non-verbal students used the drama to express their needs and thoughts in a clear way. The more able students were encouraged successfully to communicate more complex ideas using mime."

The children were now playing the different clowns. They all grinned like Joey the Happy Clown and strutted around the circle as the serious White Clown. Then they were prancing about as the naughty mischievous Auguste, and when Mitch jumped into the circle they all froze. The only failure of the afternoon was their inability to portray Pierrot, the Sad Clown. Most of these mentally handicapped children were laughing too much to adopt his sad countenance.

Suddenly Neil, a 16-year-old with Down's syndrome, rushed out of the circle into a corner. He shuffled back in, briskly swinging his imaginary stick, twirling his moustache and raising his cap – a brilliant Charlie Chaplin!

In our circus ring the show was about to begin. Mitch whispered in each ear in turn and every performer knew their part. Marian was a juggler and Sonia rode round the ring bare back. Little Michele was a lion, roaring and pawing the air. Janice was the circus strongwoman lifting weights and Samantha walked the high wire once again. Paul was the custard pie-throwing clown and Chris flew up high on the trapeze after Mitch offered him treble money for his daring.

Graham lassoed his teacher Jude and tied her up rather enthusiastically, while pretty Brigid lumbered round the ring as a dignified elephant waving her trunk. The star was Neill who had everyone mesmerized as he transformed himself into a magician with a long complicated routine which culminated when he produced a fish out of Graham's ear. He put most performers I have seen to shame.

Then the music came and the circus processed out of town, each performer playing an instrument. Just before the finale with bows and a hearty clap, Neil and Graham performed a spontaneous Cossack dance. They were all stars in that moment before they went to wipe off their grease paint and allow their fantasy to slip away.

"We were amazed at the development in Neil and Graham, two Downe's boys. We can work on that", said Anne Hodgkinson. "It has taken the children away from their everyday role, given them confidence. It is a part of the school curriculum that has not been developed."

During the 10-week course Mitch's pattern of work – warm-up mime, main activity and dance with the gestures of opening up – has created familiarity and stability. He finds the oblique approach valuable. "This indirect method, using the demands and structure of an art form, enables you to achieve aims without the children realizing you're doing it." As well as tightrope walking, he also juggles and rides a monocycle. Soon tight rope walking will be added to his skills.

The course was organized by Shape/Artlink, a charity bringing the arts to the disadvantaged in hospitals, prisons and schools. Berkshire County Council arts panel gave Shape/Artlink a grant of £600 last year towards projects in two special schools.

But there seems no hope of money for courses on a large scale. Richard Knott, English and drama adviser for Berkshire, believes the work to be splendid. "There are a lot of schools in a similar situation who would appreciate work like this but I can't see how it can all be funded. There are more than 500 schools in the county."

But 19 pupils from Evelyn Fox School have benefited enormously. For Neil, Jude Blackhurst believes it has been the highlight of his life. Graham's aunt sees they consider suitable. Some authorities are expected to run parallel local award schemes to identify qualifying schools.

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It will not be enough, however, for primary children to have shown concern for or to have entertained the old or handicapped; visited local industries, helped to keep the neighbourhood tidy or collected a lot of wild flowers.

Schools may do these things but they have to show they are an integral part of the children's work; that they involve the development and use of skills, including the use of books; that give children new ideas or clarify old ones, ideas that have wider applications; and that they have improved pupils' sensitivities to their surroundings and their neighbours.

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It is suggested this might include work to awaken the community's concern for the appearance of its surroundings; consideration of the way wealth is created and distributed in the community and about business and job opportunities, looking at the care, advice and influence available to different groups and the rights and responsibilities of citizenship; and the local history and traditions, the art, music, dance, drama and leisure pursuits.

Secondary schools will be expected to show how the skills and knowledge of local people are used or how pupils work with and for the local community; "show evidence of making, doing and working together" and how this involvement enriches the curriculum and reinforces basic skills. It should be possible to see how the school has benefited the community or improved the community's understanding of the young.

Just how the schools do all this is up to them. "A great many things are deliberately wide open", Edward Simpson said. "Schools will help us to mould the rules as we go along. We are open minded and prepared to be guided by what we find. We won't really know what we are looking for until the schools point it out to us."

FEATURES

Morning has broken...

And primary head Roger Free has to mend it again before assembly

In school by 8.25 – the usual hour. It gives me 10 minutes to potter around the premises before many of the staff or children are in.

The caretaker asks me to "have a look at this". This turns out to be a lorry tyre wedged in the girls' toilets. The toilets are of a Portakabin variety, the tyre one of several used as a diversion in the playground at break time; and the culprits? No doubt "those boys from the senior school" who, some say, roam the site at weekends? It is not generally understood (and certainly not by delivery drivers and maintenance men) that many schools do not have a caretaker living on site, or even working on site all day long.

Back in school hall a parent awaits someone, and with restricted secretarial hours, and teachers busy preparing for the day (or brewing up) it may as well be (and usually is) me. "Here's Angela's antibiotics, and those spots on her face, they're just worry, so here's some cotton wool and some cream and . . ." Gently I point out the regulations about giving medicine – how we have to have signed authority and stated dosage and . . . but it all seems so fussy, no doubt, to this young chap, and as in fact he isn't her father (can common law husbands give authority for medication?) I compromise by suggesting he puts some cream on Angela now and we'll give her the medication at lunch time. Who's to remember to do that? We sometimes debate in the staff room. Can't expect a six-year-old to be relied upon, the secretary goes at 12 and the teachers have got quite a bit on their minds already.

I spot the students' supervisor coming into the car park. Nip round to their three classes and tip them off – one sometimes gets quite partisan. He'll want a word, no doubt, but I try not to embark on any extended conversations with anyone between 8.30 and 9 am – too many interruptions. (In any case, I haven't finished reading the students' voluminous files of teaching practice notes and assessments.)

There can't be many organizations where the "manager" is virtually precluded from meeting with his staff – teachers are not obliged to be around much before or much after the school day, and if they are (and the keen ones invariably are) then they've planned to talk to a parent (we often see parents at 08.30, for dad's or mum's convenience) or take a club or mark some work or get out the craft materials or dash off on an after-school course. In their official hours they are, in my view, not available to be interrupted, being far too busy in the classroom. Primary teachers don't get free periods!

"Got any jobs, sir?" – a familiar appeal, this time from a couple of nine-year-old girls. Odd how finding a job to pass to a volunteer actually may take more time than doing it. I diffidently suggest a litter patrol, hoping this doesn't seem too lowly. "Come on" they say to each other, as enthusiastic as if they'd been given Saturday pocket money.

At 08.45 a parent looks in: "I'm sure you're busy but . . ." It's a very welcome offer to help with transport for the netball team. Thanks, see you after school then – oh, hang on, sorry to have to dig out another form but we have to be satisfied about your car insurance for this purpose. "Oh, I wouldn't know about that, to be honest, and my husband's away"; and we've lost another willing driver. If only the county could indemnify drivers in such circumstances – the need to ask questions puts parents off but you can't take a risk. Might even involve them in extra expense – techers often pay an additional premium out of their own pockets for the privilege of using their own car, petrol and time to carry games teams.

I open a letter handed to me by a child. A torn triangle of paper bearing the pencilled message: "My husband has been laid of work and I cant manage to aford to buy enouf for a packed lunch for Mark he would like a dinner can you let me know how I go about this please." Super family; they've struggled through all sorts of problems, and always so grateful, and the children so clean and cheerful. I have to go out to see the chairman of governors at lunch time; maybe I'll pop into the caravan site and have a chat with mum. But what do we do for Mark today? Fiddle the dinner books out of compassion? Ill-advised. Pay out of school funds? I send someone to fetch the lad, and find he has brought a bite for today – might have realized mum would somehow take care of that.

I hardly ever go out of school at mid-day – suppose I ought to take a break as the NAHT advises, but there's so much to do and if the class teachers are willing to work more or less right through their lunch hour I feel I can't really walk out.

The PTA secretary hurries in, on her way to work – can the hall be free by 2 pm on Friday for the ladies to get ready for Saturday's jumble sale? The hall is timetabled almost all day long – so that's so-and-so's PE lesson at risk. Nice moral problem – should we cancel a lesson in the cause of raising money for education?

Jot myself a note to talk to the class teacher about that. My desk is already untidy because children have been popping in with replies about the proposed week-long farm visit, and with homework I set them in my class lesson last Friday, and with bandages which they borrowed for practice for the forthcoming first aid exam. I keep the office door open – the layout is not one where I'm protected by a secretary – but I have recently put up a net curtain because it's good to be able to offer some privacy when a parent comes in tearful – so many family problems these days – or doesn't want her child to see she's visiting me.

Nine o'clock and the time-honoured custom of ringing the bell. We've a little old lop-sided belfry on the roof and a rope hanging down in the reception class. As I enter the room anything up to a dozen pairs of hands reach for the rope; other children, not much over five years of age, are already absorbed, before school "begins" in drawing or reading or work with maths apparatus, and seem not to notice. Sometimes a younger child, on the way to playgroup across the road, is lifted up by mum or dad to share the task. We usually agree on a number and count so many pulls on the rope, or recite the days of the week as we ring. It's the only bell rope, surely, that has to be pulled up as well as down – up, as I practically lift the eager infants off the floor.

Checking my watch reminds me – someone range the school at 5 pm last Friday (why are parents always so surprised to find me there at that hour?) to report a lost watch. I see the caretaker left one on my desk. The same? They're never marked, and often are not missed for days.

At 9.02 – a hush descends. I remember my first morning here, standing at that hour in the deserted sunlit hall and wondering how I might best fill that first day as a (nominally) non-teaching head. The problem didn't last long . . .

A teacher to see me – must be urgent at this hour – James is back, after only two days off – dad reports the doctor as saying: "It's only a sort of whooping cough". Can I have a word with dad? – who proves very understanding and goes off to find just what the general practitioner's casual remark may have meant. Lucky that dad was still in school. It is often difficult to contact parents in cases of accident or illness – either they've got a new job and we have the old phone number, or they've failed to provide a neighbour's name and address. Not long ago I took a child to hospital by ambulance, greatly adding to her distress, being unable to contact her parents.

Then 9.15 – assembly. A tap on my open door – "we're ready, sir". I go out to be greeted by "Good morning, sir", from 270 upturned faces. What kind of a morning have some of these youngsters had, so far? Some, driven 500 yards to school, some walking three quarters of a mile in poor footwear. Some who've been kissed a fond goodbye by two parents; for some a rather different, strife-torn or silent start. "I don't know if she had breakfast" Jane's mother said to me the other day, as we discussed why Jane was so late, and so cold, and so hungry once again. "She never brought me a cup of tea before she went to school today."

Hands together, eyes closed: let us pray . . .

Wholeschools

Bob Doe looks at the curriculum award scheme which aims to do for schools what the Queens Award does for industry

The purpose of the Schools Curriculum Award is to identify schools with a broad, balanced curriculum enriched by and enriching their environment; schools that are both at the hub of their community and which draw on it in their teaching.

With support already pledged by over 60 local authorities in the United Kingdom, the awards are to be presented for the first time next year. But the long process of submissions and assessments is getting under way now.

Sponsored by the Society of Education Officers (SEO) and the magazine *Education*, the scheme is open to any school with pupils up to the age of 16. It is not a competition; up to 200 schools are likely to be nominated and the award will be made wherever the basic philosophy of the scheme is being realized.

John Tomlinson, president of the SEO, former chairman of the Schools Council, and chief education officer for Cheshire, is one of the moving spirits behind the curriculum awards. He says: "At a time when it could be all too easy for schools to accept a diminution of perspective and opportunity, we seek to keep alive the notion that schooling is about every aspect of lifting personality and achievement and that the pursuit of this requires generosity of ideas from teachers and hospitality to those ideas by the community; in short, school at the heart of its community."

Those schools which win an award will be given some permanent memento or plaque to record the fact and will be allowed to use the SCA logo on their notepaper and other materials for four years.

Schools cannot enter the scheme directly. Local authorities have been asked to sift the entries and to nominate only those schools in their area they consider suitable. Some authorities are expected to run parallel local award schemes to identify qualifying schools.

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Helping and learning outside the school

REVIEW

Readings, and misreadings

Bernard Crick on Orwell for schools



Big Brother in the fifties: Jan Sterling (below) in Peter Rathvon's film of 1984, and Donald Pleasance and Peter Cushing in the BBC version

Animal Farm. By George Orwell. Edited by Robert Wilson.
Longman Study Texts £1.25. 0 582 33087 4.
Nineteen Eighty-Four. By George Orwell. Edited by Linda Cookson.
Longman Study Texts £1.50. 0 582 33165 X.

We are not yet in 1984, still less under the rule of Big Brother (although some think we are, indeed, Airstrip One, a subsidiary province of Oceania); but *Animal Farm* is universally taught in our schools as if compulsory (and usually taught far too early), and *Nineteen Eighty-Four* must be close on the tail of the *Lord of the Flies* as "most common first serious novel". In some schools they are still the only political education a pupil gets. Both presume considerable political literacy on the part of the teacher. They are only seemingly simple books, if they are often taught for good, plain English style, yet Orwell raises the most complex and controversial dilemmas about the basic nature of modern society.

So it is an event of importance in educational publishing that the Orwell Estate have at last authorized critical editions of both books for schools. The furies are now far away, many teachers were not even born then, and to recover this past, to understand the texts properly, *the treatment* (to some extent) is needed: a bit about the author, the book in the context of his other works, in the context of the times, annotations and ritual "study suggestions". For though both books are satires, their targets are complex and both contain enigmas and variations.

Mr Robert Wilson has the tone of the commended "good teacher" ironing out all differences, difficulties and dilemmas. What should be, in my opinion, an opening up of a debate about *Animal Farm*, its intentions and effects, becomes *ipse dixit*. Without any hesitation or any signalling of other readings, he presents *Animal Farm* as a polemic against revolution, indeed, against "idealism" in general, not as Orwell *intended*, as a lament for revolution betrayed. The editor tells us that Orwell "saw the communist state had been established on the basis of an impossible dream that had completely mislead the people..." Sorry to be pedantic, but it is even tendentious to use a lowercase in "communist", for the animals support a primitive communist system before the power-hungry, bureaucratic pigs impose an institution, the Communist Party (person, place or thing). And two woolly study questions beg the question utterly: "How many conflicts can you find in *Animal Farm*?" How does Orwell use these various conflicts to point his moral, that political ideals collapse and give way to tyranny?" And (best this for *tendenz*!) "*Animal Farm* is both an exposure of the 'Soviet myth' – a criticism of Stalin and his policies – and an exposure of the nature of revolution itself. Describe some incidents from the novel which can be related to Russian history and which also prompt you to question human nature, and so make it about broadest issues.". Imagine the row if a GCE examiner set that.

Go on, challenge the question! But the average well-taught pupil will regurgitate back the (Social Democratic?) prejudices of the editor. Yet (now teaching against the book) *read* Old Major's speech and suffer with the animals at the betrayal of their ideals by (the) pigs. Orwell was not an "end of ideology" neo-liberal deprecating all enthusiasms, but Mr Wilson wants to use *Animal Farm* to teach that all strong ideals lead to totalitarianism. What teachers choose to do is another question, but an editor has a special duty to open up the plan, not close it down. He does not even mention the last book that Orwell wrote before *Animal Farm*, his fierce *Lion and the Unicorn* (1941) prophesying a coming English revolution which though "it will shoot traitors" after a "solemn trial", yet will be on the whole, a good thing.

Now it is a dilemma about whether revolutions for freedom and equality can, in principle, succeed (South Africa, San Salvador, Chile?); and whether Orwell, certainly believing that they could, yet wrote a book which, as a free-standing, imaginative text, can indeed be read to prove that they cannot. William Empson wrote to Orwell saying that he knew what he meant his parable to mean, but that many people would read it differently. His friend Cyril Connolly took the same view more cheerfully. Many American journalists saw it as a straight piece of anti-socialism, not just anti-Communism. But *most* English reviewers and critics saw what he meant, some indeed complained that it was "almost anarchistic". Ideals *could be* betrayed, had been; but not necessarily. Mr Wilson knows Orwell's intention for he has read the evidence and a lot about differing readings in my *George Orwell: a Life*.

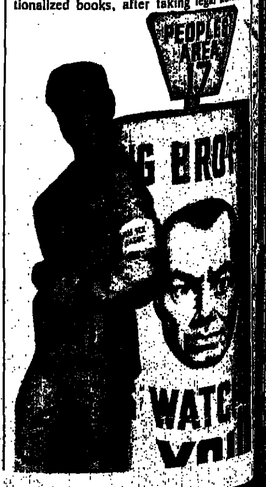
I know this because the biographical part of his introduction follows me very closely. I don't grumble at lack of acknowledgement. Scholarship must filter down into school texts. But I do protest loudly that it is neither good editing nor good teaching to launder out other interpretations of the text, to have no references to other viewpoints and authorities. This makes a book easier to teach, for the moment, but when found out, surely breeds scepticism towards authority in the pupil. Mr Wilson takes pains to distinguish communism from socialism. But he tendentiously defines both as "a society in which goods and property are owned by society as a whole rather than by individuals", so that communism tries to achieve this by revolution and socialism by legal means. The only trouble with such a knock-down definition is that it misses by a mile Orwell's old style *Tribune* socialism: liberty, equality, fraternity, social justice and Morris and Tawney-like warnings against an overly centralized state. Orwell's 1936 to 1946 revolutionary mood cannot fit Mr Wilson's procrustean bed. And Orwell's post-war essays do not abandon his libertarian and egalitarian values, he just grows more realistic about time scales, no longer hopes to see the revolution in his life-time but becomes, therefore, more idealistic and utopian rather than less: "If there is hope, it lies in the proles".

By all means stand up and argue that Orwell's socialism is romantic, almost anarchistic: but don't misreport it. This great and, I suspect, almost deliberate misreading may make the reader distrust – unnecessarily – the very useful annotations and background material which the editor produces. All that is done well, except that even here the annotations tie the story too firmly to precise Russian events. *That* revolution betrayed was Orwell's main theme but don't forget that "Napoleon" for the boss pig is emblematic of the betrayed of *the* Great Revolution too: and yet a strong secondary theme is a distrust of power in general. This needs opening up. Are there not always "pigs" among us, or a piggy part of ourselves? I do hope that kids after reading it facetiously label any great man or woman, like headteachers, as "Napoleon". That's part of the seditious spirit of the book. Or is that too off for Mr Wilson's good school? Does Orwell need sanitising before bringing into the classroom? If so, better to keep him outside. Is it too difficult to face that our major writer for the common reader, alone beside Dickens and H G Wells, was a *socialist*? Our major modern English poet was a reactionary who hated liberalism, sympathized with French Fascist writers, disliked Jews and distrusted the working class – to make an Orwellian point, but he was still a great poet. Nice old Possum.

However, I'm sure that most teachers do teach it as a dilemma about power, neither going overboard for Orwell's views nor against them. Does all power necessarily corrupt? Introductions should open up meanings and dilemmas, not close them down. Happily the text that most needs introducing, *Nineteen Eighty-Four*, does just this. I must declare a small interest, Linda Cookson sent me her text at proof stage (since I am working on a Clarendon edition of it), and I was able to make a few minor suggestions and corrections. But the work was done admirably well. In fact she shows less (as far as I can see) political concern than Mr Wilson, but she understands the complexity of the text and exposes both the well harmonized and the slightly discordant themes. She shows, moreover, that it is "not the work of a prophet of doom", indeed "his aim was never to foretell the future" but "to alert society to very real danger". What *could* happen, not what will.

Following, consciously or not, Julian Symonds's location of 1984 in 1948, she shows that much of it is grotesque Swiftian satire of contemporary society as well as warnings about a possible future – possible here, not just in a distanced elsewhere. She gives Goldstein's testament its due, for once, which is very acute. For in the text-within-a-text is to be found the bitter satire, scarcely prophecy, of cold war as a device to maintain hierarchy by burning off surplus value by desultory limited war and the stockpiling of atomic weapons, which might otherwise have gone for welfare and equalization. Again, by all means have a go at Orwell's satirical assumption, and tell Mr Heseltine and the Inspectorate that you've done it; but don't suppress what he was saying. She shows what a well-crafted book it is, how deliberately contrived its symbolism. I had missed the motifs of *dust* and of *drowning* before: these reveal the morbidity of the man and the society. But she never confuses Winston Smith with the author: it is Winston's nightmare, Orwell's rational fear. Winston, after all, sold the pass. He is a fatally flawed hero: he and Julia both agree that to help the conspiracy against the Party they would even throw sulphuric acid into a child's face. There are a few signs of haste, for which I suspect the slow caution of the Orwell Estate and the quick greed of the publishers are mostly to blame; but all in all this is the best, richest and most subtle critical introduction to *Nineteen Eighty-Four* yet written. It deserves to be known beyond schools. Penguin should have this introduction. The text, like many satires, gets more and more difficult to read, less free-standing as the years roll by.

Nineteen Eighty-Four and *Animal Farm* are truly two key books of our modern English political consciousness, not political in a party sense but politics seen as part of the great Aristotelean tradition: the dilemmas of values and interests with which we are faced, and need to analyse, in the business of trying to lead the good life in the good society. So it is good to see such an excellent text as Linda Cookson's and sad to see such a narrowing of (despite the worth of the annotations etc) as Robert Wilson's. But I think the whole series should have short bibliographies added. It is foolish to pretend that teachers themselves are not the closest readers of such introductions and do not need references book to standard authorities and to other interpretations. I hope to write later about the nature and content of the now numerous study aids and cribs for these two great and thus institutionalized books, after taking legal advice.



ARTS

Nuclear nights

The eight days ending last Sunday were nuclear week on Channel 4. Controversial broadcasting of this kind is rare during election campaigns, which may explain why *TV Times* kept so quiet about it all. But those who managed to see the eight programmes were treated to an unusually adventurous piece of scheduling.

The week began with a *Weekend World* special on British defence policy. Perhaps because they doubted whether anyone would really be watching them so late at night on a minority channel, Brian Walden's team were unusually outspoken in the documentary section of their programme. The common CND arguments that cruise missiles are first-strike weapons and they make Britain vulnerable were given particularly short shrift – a fact tacitly recognized the following Sunday when two unilateralists were given considerable freedom on the *Right to Reply* slot to make their protests.

What also annoyed the protest movement was the unexpected way the week's output had been "balanced". The expression of the CND viewpoint was entrusted to three satirical half-hour shows entitled *It'll all be over in Half an Hour*, in which chilling editorials by Jonathan Dimbleby were interspersed with songs and sketches. Some of the cabaret numbers worked well: after all, any parody of the government's *Protect and Survive* booklet is likely to be at least as hilarious as the original. Others – such as the song and dance by a general; a scientist and a manufacturer which purported to illustrate the workings of the military-industrial complex – were strictly for the converted. But however good of its kind, was it fair for one side to have to present its case through satire when its opponents were allowed to give hard-hitting straight-to-camera lectures? Might this not have given the impression that unilateralists are frivolous while serious thinkers oppose CND?

The case against unilateralism was presented in three lectures according to the *Opinions* format. The first and most persuasive was by Professor Michael Howard, who showed himself as accomplished a stylist on the box as on paper. Though careful to begin by stressing his horror of nuclear war, he pointed out that nuclear weapons could never be disinvented and that their use against innocent and defenceless people could never be ruled out in the light of such past examples of human wickedness as Hitlerism. The least dangerous of all the imperfect policies for avoiding nuclear war was a stable balance of terror. There was no reason, Howard argued, either to deny that this had served to reduce international tension since the second world war or to doubt that it could continue to do the same in future.

Rather less reassuring were the opinions of the former Chief of Defence Staff, Lord Cameron, who offered an alarming view of Russia's build-up of military strength (including chemical weapons) since the Cuban missile crisis of 1962. To contain the Soviet threat Nato must maintain deterrents at all levels, which meant that Cruise and Trident were fully justified. It was a tribute to the growing interest in a "no first use" policy that Cameron was careful both to condemn it as "a gift to Soviet planners" and also to insist that, even if Britain abandoned Trident, the money saved would equip only two army divisions as compared with the 19 needed to attain parity with the Warsaw pact's conventional forces. But Cameron made no attempt to allay the peace movement's fear that the arms race was escalating uncontrollably. Indeed his argument that Britain needed the D-5n version of Trident because the Russians might at some future time breach the ABM treaty can only have reinforced it.

The third anti-unilateralist talk might have confronted this issue since Lord Zuckerman, who was scheduled to give it, has often made clear his worries about the escalating effects of technological progress. But Zuckerman withdrew on account of the general election and was replaced at short notice by the man to whom every editor in the country now turns for polemical right-wing journalism, the philosopher Roger Scruton. His lecture made spellbinding television. The cameraman enlivened it by periodically attempting to push his lens up the speaker's nose, but failed thereby to prevent him going further and further over the top in his assault on the peace movement. Scruton's unfairest point was to compare the spirit of CND with that of the Nuremberg rallies; his most ingenious was to claim that Western disarmament would increase the risk of accidental war by reducing the "cost of negligence" to the Russians. It was all very clever, but by the end it was hard to dissent from Scruton's opening remark that he did not expect to "persuade anyone who does not already agree with me".

The unilateralists had the last laugh, however, in Sunday's *Channel Four Debate* in which Bruce Kent converted seven of the jury of 12 "don't knows" to the cause of British unilateral nuclear disarmament. Both Kent and his opponent, Professor Keith Ward, stuck so closely to written briefs that most of it was rather stilted. The expert witnesses were all impressive, however. Since the entire anti-unilateralist team came from King's College, London, may we now expect a peace camp in the Strand?

Martin Ceadal

The way we live now

The Ploughman's Lunch (15)
Tate Cinema, Notting Hill

In the cinema, when a private drama is shown against a background of recognizable settings and real events, it is usually to lend a touch of authenticity to the fictional plot. Not, however, in *The Ploughman's Lunch*. The background of Barbican Centre, Falklands war and Conservative Party Conference, the background of individual cynicism and betrayal, comment on each other and convey a single message about the way we live now. Occupying the central space between these events and public spheres are the writers, broadcasters and advertisers whose function is, in their own jargon, to mediate events.

"I don't like flashbacks," remarks Susan (Charlie Dore) in a sham critical debate on the film she has just seen with James (Jonathan Pryce); and, from the ticker-tape reporting the start of the Falklands crisis to James glancing at his watch during his mother's funeral, the characters inhabit a continuous and unyielding present. For James, rewriting the events of Suez to suit the mood of Thatcher's Britain, the past is no glimpses in his parents' front room is a tedious encumbrance while the look on his face as Susan closes the door of his flat after refusing to spend the night with him tells you that he sees the future as equally meaningless. With no memory and no loyalties, the only level at which this "communicator" can relate even to his peers is in a shared contempt for those naïve enough to retain some faith in anything.

In the end, the apologist for Suez finds that he has been a victim of collusion, manipulated by Susan and Jeremy (Tim Curry). The revelation comes at the 1982 Conservative Conference, private and public themes reaching a climax in that grandly orchestrated celebration of the Pyrrhic victory in the South Atlantic. But this is no blunt attack on the ethos of Thatcherism: it is an indictment of a society which has no sense of history and no enduring values except those of the media, a society which has since had to analyse the paper of the "Hitler diaries" before it could assess their significance for its understanding of the past.

There are no flashbacks: this is the present, to a witty and intelligent script by Ian McEwan and directed by Richard Eyre with a sense of the wide vistas needed to link individual to national torment, convincingly put across by a cast headed, in chilling form, by Jonathan Pryce and Tim Curry. The title, if you have not been told, refers to those cylinders of steam-baked French bread and squares of plastic cheddar which the advertisers invented to promote pub grub in the early sixties: instant traditional English fare.

Robin Buss

Fleecy

Fleecy
Ashmole School, Southgate.

Watching Ashmole School's lavish production, *Jason*, one feels sure that the Greek mythographers would have approved its celebratory style, not its comic strip packaging. Kate Elliott and Clive Hocker have taken the rather tortuous story and injected it with dramatic life, stirring dances, song and sha-

dow play as well as straightforward stage narrative. As Jason, strongly played by Jan Harley, and his argonauts, make their arduous and eventful island-hopping journey in search of the Golden Fleece, the episodes unfold, each with its own particular style and tempo. Particularly effective is the Women of Lemnos sequence. The women, cursed by an angry Venus with a vile smell that drives their menfolk away, are portrayed as man-hungry cowgirls with a catchy country and western song that Dolly Parton herself might envy. The scene in which the harpies (played as seductive punkettes against a barrage of special effects) tempt King Phineus is also worthy of note.

What really distinguishes this ambitious school production, though, is the energetic commitment of its huge (one hundred plus!) cast and some first class singing of a tunefully eclectic and decidedly electric score. In the week of the West End opening of the professionally mounted musical *Buggy Malone*, it is more than satisfying to see such good "home grown" school work.

Nick Baker

Hardy country

Far From the Madding Crowd.
Belgrade Theatre, Coventry.

In the first five minutes of Keith Miles' dramatization of Hardy's novel we have Gabriel Oak's proposal, the loss of his sheep and the rick fire at Bathsheba's farm, a whistle-stop pace which becomes a feature of this stage adaptation.

Like the hay rick, (which is trundled on twice, once for the fire and once for the storm), the texture is thin. We hurtle through Hardy's countryside, pausing a few moments at the major turning points in the novel, with never enough time to build a picture of the enduring life of the countryside.

Robbed of Hardy's whimsical commentary the encounter scenes need a greater finesse of acting than they receive in this production to reveal the complexities of character which Hardy shades in. Julia Deakin's Bathsheba is a limp, whimsy interpretation of a spirited, wayward woman. She offers none of the requisite challenge to the men who court her and their performances are similarly reduced in strength.

The country folk fare better and Jan Coggan, Joseph Poorgrass and Billy Smallbury give us a glimpse of a bygone village life in the malthouse scenes, some of the best moments in play.

Ann FitzGerald



Grips Theatre in a scene from Alles Plastik

Hello to Berlin

Newham International Festival of Theatre-in-Education.
Theatre Royal, Stratford East. May 22–28.

Historical accident brought the International Festival of Theatre-in-Education to the London Borough of Newham a couple of years ago. It has stayed there ever since, well placed in the Theatre Royal, Stratford East where, in terms of range and purpose, it could easily be a legacy of Joan Littlewood's golden days. She would have approved of its no-nonsense approach which allows participating companies to demonstrate their work properly – in schools in front of an audience of children.

Twelve companies were present this year and between them presented over 50 performances in more than 20 local schools. The chief attraction, however, was the State-funded West Berlin young people's theatre company Grips. Sponsored by the Goethe Institute on their first visit to this country, they presented *Alles Plastik* (All Plastic) "a play for people over 14 years of age" at the Theatre Royal itself.

Backed by a pounding rock band, the play traces the lives of four young Berliners – Micky and the pink-haired punk Goofy are no-hopers; Antje and Julia seem to have much more going for them. All four, however, reject the comfortable, plastic middle-class homes of their parents in favour of a squat and the streets. Their families, their teachers and society have failed them, they cry; they have no future – the English phrase cut through the German dialogue again and again. And by the end of the play, after a police raid on the squat where they had all by various paths arrived, there were still no real solutions, only the equivocal slogan, yelled out in a song: "No future? Nein danke!"

Real and raw and crude and loud, certainly no insult to adult audiences, the production left me deafened, exhilarated and ready to cry – not only at the predicament of the four central characters, but at the realization of what *can* be done by young people's theatre. Which is not to say that we have nothing in this country, only that what to do have seems to pall – polite, pusillanimous and poorly-funded – before Grips.

Acquitting themselves well, however, in the face of such competition, TIE companies from all over Britain presented their work at this year's festival. There were guest appearances too by Green Thumb from British Columbia, the New York-based Network Theatre and the Irish Team Theatre Company. London-based groups like Theatre Centre (with their controversial *1983*) and the Theatre Royal's own Actorshop found new audiences in schools all over Newham and neighbouring Waltham Forest, while less-familiar out-of-town companies such as Borderline from Scotland, the Devon-based Rent-a-Role and Hi Jinx from South Wales were able to demonstrate their work and talk about their ideas in a series of early evening teachers' workshops. Trestle Theatre Company enthralled both the adult festival audience and O level and CSE drama groups at Warwick Girls' School, Waltham Forest with their clever mime show *Hanging Around* which put skinheads and punks (the English equivalents of Grips' Goofy) under the microscope. Leeds TIE presented their highly-acclaimed play *Raj* and then bravely devoted an entire workshop to clarifying the issues behind a yet-to-be finalized infant programme about ownership.

Justifiably proud of what NIFTIE has achieved in only three years, organizer Ian Bowater is nevertheless tempted to call a halt. Raising the £50,000 that this year's festival cost and co-ordinating its various activities has cut into time he would have liked to devote to his own Actorshop company. Surely, he says, there must be someone, somewhere who would like to take it over.

Hugh David

Second venture

No Passran. By David Holman.
Jackson's Lane Community Centre, Archway Road, N6.

In making David Holman's anti-Fascist play *No Passran*, their second venture, Jackson's Lane Young Peoples' Theatre has again hit on a productive choice. It makes the links between Hitler's Germany, Mosely's BUF and today's society through the life of a young boxer, Goldberg, banned from sport under Nazism, who comes to East End London after the 1936 Olympics.

The play is strengthened by the projection of contemporary new photographs and by music and song under Richard Colet's direction. The young cast rise movingly to the intenser moments in the play. Particular achievements were Jaspin Scheider's as Wolfgang Nordwig, in showing the change from an uncommitted adolescent innocent into a mouthpiece of Nazi propaganda, totally carried away, his passion matched by Goldberg's (Elwin Higgins) answering speech in the classroom. Kate Rigden is vital as a young female BUF member, and gives a feeling performance as a Polish survivor of Auschwitz. Excitement and inhumanity alternate with Jesse Owen's triumph, the revelations of the concentration camp, the battle of Cable Street.

There is extra identification in a young group's performance for an audience in the same age bracket. As many as possible should take advantage of two more matinees the theatre will put on in July. They are also open to taking the production into schools.

Rachel Blake

BOOKS

Political chalk and cheese

Governing Without a Majority: Dilemmas for Hung Parliaments in Britain. By David Butler. Collins £4.95.
The Politics of Thatcherism. Edited by Stuart Hall and Martin Jacques. Lawrence & Wishart £4.95.

Here, on the face of it, are chalk and cheese. David Butler's guide to the dilemmas that might confront Buckingham and Westminster Palaces in the event of a hung parliament is the chalk. It is, in form, a dry and analytical account of what the conventions and precedents of our evolving constitution might or might not prescribe in a variety of different circumstances when no political party had an overall parliamentary majority. It is factual (so far as that adjective is applicable to a work analysing a series of hypothetical situations) in assessing the different sorts of political pressures that would arise in different cases. Not least, it is academic in both meanings of the word.

Intended as a work of a disinterested and scholarly kind, it is also addressed more to the unpractical realm of theory than to life's realities here and now. For it deals with a situation which, if the opinion polls to the interpretation of which Dr Butler has so often devoted his energies are any guide at all, is unlikely to come about on June 9. This must be very disappointing for, as Dr Butler tells us, the book had its genesis in the autumn of 1981 when the Alliance was at the top of the polls and winning every by-election.

Writing in the autumn of 1982, he acknowledges the changed circumstances but defends the relevance of the book on the grounds that it is not tied to any immediate situation, or "even to the survival of the current Alliance. The likelihood that, at some time within a decade, Britain will have a hung parliament is . . . very considerable." He thinks it equally likely that we shall have joined the rest of Europe in adopting proportional representation by the end of the century. From these assumptions he seems to infer a third, that hung parliaments will therefore become the new order of things to which the constitution will have to be adapted.

Yet the premises from which the conclusion is reached seem less than solid. Dr Butler calls into evidence the questions raised about whether we should have a written constitution (and Lord Hailsham's and Lord Scarman's support of the idea) and a number of other recently fashionable ideas. Yet the connexion between these and hung parliaments or PR is, to say the least elusive. He even thinks that our existing constitutional arrangements are up for grabs because of scepticism about whether governments really govern us, or whether civil servants, and industrial and international circumstances are not more significant than policy changes caused by a "simple change of ministers". One can only ask whether he really thinks that the switch to Attlee in 1945 or to Mrs Thatcher in 1979 did not bring a fundamental change in policy – or whether a victory by Mr Foot now would make little difference.

But above all, Dr Butler makes his case from the entrails of psephology. We no longer have the stable electorate that existed until 1970. There is much more volatility. Power used to change hands on fairly modest swings. Now there are fewer marginal and more safe seats so that fewer are at risk from any swing. The two main parties are more sectional and less representative of the whole nation. All this, which he ascribes to demographical changes, leads him to the assumed rise of the third party syndrome. It sits somewhat uneasily with the sensational discovery by Dr Butler and Professor Donald Stokes in 1969 that demographical evidence would increasingly favour Labour as the century approached its end. Still, [illegible] which coalition is the right one – or whether perhaps neither is.

One also feels uneasy about his assumption that because 35 MPs unattached to either main party would have been enough to hold the balance of power in six of the last ten parliaments (on the then relationship of swings to seats) and because it is hard to envisage a parliament now without 25 (perhaps up to 35) unattached MPs then we are likely to have a hung parliament soon. Given the Liberals, Northern Irish, and Scottish and Welsh Nationalists, we shall indeed probably continue with at least 25 MPs outside the main parties. But the political circumstances prevailing when 35 unattached MPs *would have* caused a parliament to be hung *if they had been there* (which they were not) were quite different from the political circumstances that are likely to be present in future.

Dr Butler's case is built on hypotheses. He says that we can continue to assume a presence of at least three or four Welsh or Scottish Nationalists (reasonable enough) but adds "the possibility of a much bigger contingent cannot be ruled out. Indeed without clairvoyance, almost nothing can be ruled out but nothing can be ruled in either." Nor can one be very confident about the other assumptions which lead him to think that the "probability of a hung parliament has become very high". For instance, he is partly influenced by the thought that "if lesser parties get a total of 70 seats, one of the big parties must secure an eight per cent lead in votes over the other to get a working majority" – since "no partly since 1945 has enjoyed an eight per cent lead in votes." But, then, what if lesser parties get less than 70 seats?

"There is no change that would have more far-reaching implications for our political system than for hung parliaments to become the norm," declares Dr Butler. Yet his own analysis seems to imply that they will only become the *norm* if the response to *one* hung parliament (which I agree is not so unlikely sometime) is the adoption of PR – which is what he seems to think would be desirable. But what if one hung parliament were a stage towards re-shaping our political structure and to the replacement of the Labour by a realigned left-of-centre grouping?

What (which appears more likely) if a landslide for Mrs Thatcher heralds not a three-party system but a revised two-party system through a realignment of the left which would be comparable to the old Liberal Party's replacement by Labour? What if this is really what lies behind the volatility that persuades Dr Butler that the two-party system is no longer operative? What if its here to stay, but in a new form? At least there is no evidence against this thesis that is stronger than the evidence for Dr Butler's belief in a hung parliament leading to PR.

This said, his guide is a useful account of what might happen if . . . For myself, I think that the Queen's role as umpire (which he does not seem to want to be changed) is the best guarantee that the politicians themselves, would, in a hung parliament, behave in such a manner as to ensure that the Crown is not embarrassed, whatever happens – and that is a great constitutional safeguard. But, of course, that depends on whether our traditional idea of parliamentary democracy (which a significant section of the present Labour Party does not much favour) continues to predominate in the Commons. Again June 9 will inform us.

Which brings me to the cheese – *The Politics of Thatcherism*. Here we have, not dry disinterested and hypothetical, analysis, but analysis of the Marxist polemical sort. Yet paradoxically the high-smelling cheese may instruct us better about the political realities than Dr Butler's didactic chalk. In their introduction to these articles (which are based on revised or extended contributions to *Marxism Today*, Professor Stuart Hall of the Open University and Mr Martin Jacques (the Editor of *Marxism Today*) think that Thatcherism is much more than "the old Conservative energy in disguise". They accept that it is more than the usual swing of the pendulum; they acknowledge its radicalism and its acceptance by working-class people who respond to its patriotism.

They suggest that Mrs Thatcher's outstanding achievement has been to disorganize the opposition by "exploiting the unpopularity of the trade unions." But they have no real understanding of why the unions were unpopular.

They think that Mrs Thatcher rise was made possible by Labour decline which they blame on Labour's social democratic elements. But, of course, it was the Left that ensured that social democracy controlled neo-Keynesianism should not succeed. The Left's seizure of the Labour Party is Mrs Thatcher ultimate weapon but they, and the contibutors to this book, generally do not understand why. They do not comprehend that most people prefer individual responsibility in a decent framework of [illegible] social responsibility to the lost freedom and social engineering of the bureaucratic Marxist state. They never confront the question why people in any country are so keen, using freely to elect a Marxist government. (Even when the time for change principle seems to leave no alternative, as in France recently, public opinion quickly forces a retreat, so long as there are democratic institutions surviving.)

Yet the very essays in this book, whether they deal with the attack on the family, socialist feminism or law and order, reveal the lineaments of a political countenance that the ordinary person, which is reason, distrusts and fears. And counter with the Marxist mixture of in its own rigidities, reveals separateness from the minds of the people. "There is no doubt," says Mr Martin Kettle of the *Sun*. *Times*, in apparent amazement, "that large numbers of people worry about something called and order" as though he does know what the term means, though he concedes the crisis creasc. He is worried about the thoritarian backlash". Most of have a different worry. This instructive book. It explains, intentionally, how it comes about we are more likely to see a of the increasingly Marxist Party, and its replacement our traditional two-party than the permanently hung ments that Dr Butler anticipates.

Ronald

ARTS

Literary competition

Competition No 39. Report by Scylla

In asking you to devise a notice of a course you would very much rather not attend we have uncovered some deep-set hatreds. Some of you parodied courses you obviously have attended: others wrote dire forecasts of the seemingly impossible made possible. It is only to be hoped that planners of courses do not read this column and that the office has a shredder ready for the many entries which, though not published, were equally horrifying (imagine for instance a course on acronyms!) But however near the bone, however biting, some entries were, they were seasoned with ridicule, humour and the burlesque; this is the stuff of parody; and what we hope these competitions are all about.

As one might expect, many of your courses were about education. We had "the chalkboard" (taking place on Dover cliffs) from Ellis J Delmonte, "classroom crises" including "furry first aid" followed by "first steps in taxidermy" from N J Warburton, and an "ongoing course for outgoing teachers" from Tom Sampson. Other courses ranged from Witchcraft (Harrison Everard) to the London sewage system (P. W. R. Foot) and John Sweetman invited us to read our own poems (maximum 999 lines) on the bleak moors. The winning entries are set out below. Each has so much of its own style that I found it invidious to choose as order other than alphabetical. £5 to each printed.

"Benefiting From Cuts" is a training workshop intended for staff who are enjoying the challenge of coping with diminishing resources. Early application is advisable as places are limited to 350,000.

The course assumes that adversity brings out the best in teachers so that these are exciting times for the development and expansion of education.

Topics will include:
1 Write your own text books.
2 Making more of your caretaker.
3 Constructing a microscope from Lego.
4 Emulsion paint and its application in schools.
5 The craft of paper-making.
6 Timetabling the use of the school pencil.

This is a residential course so please bring a sleeping-bag and sufficient rations for two days. Water will be available for drinks but tea-bags are not provided.

V Ernest Cox

There will be a special residential weekend on the theme "The Importance of Residential Weekends" this weekend, in which participants will investigate the county's provision for in-service residential courses by simulating the normal features of weekend training. After an introductory lecture on "Short Residential Courses on a Tight Budget" on Friday night, there will be a workshop on Friday nights on the Saturday morning, and on the Saturday afternoon, we shall hold seminars on how the structure of Saturday evenings might be made more productive. After dinner (5.30pm onwards), there will be a ceilidh, and the chance to design residential centres in papier maché. On Sunday, we shall discuss the lessons of Friday and Saturday, and their implications for follow-up weekends.

Bill Greenwell

Virginia Woolf and the Chinese Revolution
Best-sellers like Pearl Buck and Han Suyin have obscured the role and account for the perfunctory attention given in the West to the extraordinary charismatic influence exerted in the formative all-important post-Sunyat Sen years over Chinese intellectuals such as Mao-tse Dung by Virginia Woolf's "numinous lamps" of individual consciousness theorizing and increasingly confident practice. Even less explored is the equally strong converse influence over the novelist by the scroll-painter Bo-Tai and the Ju Hai Shanghai school.

Paying particular attention to the as yet unreleased sections of the diaries; Professor Wang meticulously examines the concept of Shu in the original Chinese and its dominant place in the Weltanschauung of the novelist who has been so sadly and seriously misunderstood by non-Chinese-speaking English critics.

George Moor

A Two-Day Multidisciplinary Symposium on Topics of Significance to the Average Schoolteacher
The caretaker: a short course on psychodynamic relationships followed by a half hour discussion on bad backs
The head: how to become; how to remain; parameters of influence; hiring, firing and the years between; the second mistress; reflections on absolute power
The school dinner: its history, rationale and prognosis
The school day: length of; necessity for; homogeneity of; the importance of Friday
The timetable and its ramifications: forking furcation, bifurcation and divarication
The jumble sale: its place in education.
Application by April 1, 1984.

Kathleen Newell

DES Course No 99: Neophilia and Jargon for Promotion
This fully-structured course is designed for those who are actively seeking promotion in today's education situation. The workshops will demonstrate the complete unacceptability of any pedagogical theories propounded up to 1980, and the fact that even those of 1981 and 1982 must now be regarded as highly suspect. Lectures will include a neighbourhood school headperson, already aged 28 but whose input is entitled "New is Beautiful", and Britain's youngest-ever County Bandwagon Adviser. One complete day will be given over to an ongoing simulation exercise in which course-members will strive the maximum viable number of neologisms. Resident HMIs will monitor their rôle-play output. Prize the date as of now.

Michael J Bath

Competition No 40. Set by Charybdis
Delta, India, Foxtrot, Golf, Romeo, Sierra, Tango, Victor, Zulu, Kilo, Hotel just a random word-selection as they are all, as you probably recognize, from the phonetic alphabet. Please include at *least eight* (all if you feel up to it) in high or low case, in a piece of coherent and plausible prose in any form of not more than (inclusive of given works) 160 words. Closing date June 15.

Next week

Richard Hoggart reviews Jonathan Croall's new biography of A S Neill; Fiction in Focus: Edward Blishen on Isaac Basheris Shosha ger; Hilary Finch on Christopher Wolf; Neil Philip on Penelope Vansittart; Marion Glaster on Jury on Peter Dickinson.

BOOKS

Chickens and eggs

A New Science of Life. By Rupert Sheldrake. Granada £1.95. 0 586 08418 5.

Behold the man – where, years before, was only a fertilized egg. By what star did the zygote steer? Who or what told the embryo how many arms and legs to grow? Or, if you must, how can we explain epigenetic development and, while we're at it, regulation and regeneration?

The answer is that, as yet, embryologists cannot, but Dr Rupert Sheldrake suggests it's all done by influences that physics is powerless to identify: forces outside the realms of matter and energy, surges of persuasion set up by earlier generations. A giraffe embryo behaves the way it does – so does a crystal and even an individual atom for that matter; Sheldrake favours the grand sweep – because its predecessors behaved that way.

By its definition, we cannot analyse such an influence, only give it a name. Pulse in the eternal mind? Sheldrake offers "morphogenetic" (form-determining) and "motor" (movement-determining) "fields". He does not supply a generic term: I offer "mystic fields".

Not that Sheldrake's ideas lie totally outside science. As he and some magazines have emphasized, certain aspects of the hypothesis are testable, most conspicuously the notion that a person learns more readily what other people have learned before. Strange that the index lacks entries for either "Lysenko" or "Kremlin".

But ours is an educational paper; cerebration before celebration must be our motto. It is for us to decoy a Sheldrake, not the other way round.

Perhaps the most ruffled feathers in the author's plumage grow from his cavalier disregard for the principle that you proffer the simplest and not some other explanation for an observation. Sheldrake's "fields" raise all manner of questions. How does a frog avoid responding to the morphogenetic fields of a dogfish? How does a whale know that it must tune in to the fields of its aquatic forebears but not those of their terrestrial precursors?

If a newt iris can regenerate, with a little help from a friendly field, a replacement lens, why does it not grow one while the original lens is there? And so on: any morphogenetic hypothesis must involve as many control mechanisms as are implied by the orthodox (mechanistic) ideas.

Then there is the "first time" problem. If an acorn's growth or a caged rat's behaviour resonates with the reverberations of historical events, what caused the first of these historical events? Two explanations needed where one will do! On top of this, Sheldrake's fields themselves require explanation. He ducks the question of what they are, and fudges their origin. How about a cosmic field-forming field?

Most pertinently of all, he has invoked a concept at random. Our entire planet may be a figment of the computerized imagination of little green men behind the Crab Nebula. This, too, is a testable idea, but a scientist will not investigate it without reasonable evidence that it could prove right. There is no reasonable evidence for mystic fields.

For all his academic background, Sheldrake has crossed the line between science and theology. In any case, we are not yet obliged to abandon orthodox embryological theory as inadequate. The gap between our ideas and the knowledge necessary to test them will for some time remain too wide for us to confirm or reject the orthodox – the simplest – hypothesis of development.

How, then, can we explain this book? What ancestral fields propelled the author's pen? I suspect that the villain of the piece must be that chasm between observation and understanding. Confronted by it, some researchers see a challenge; others panic and retreat into mysticism. Medieval physiologists had their humours, early embryologists their homunculus. Job honoured his one true comforter (a cosmic field?): "I know that thou canst do every thing". In this sense, Sheldrake's "new science of life" is as new as Methuselah.

Biology teachers who have been mailed creationist tracts exhorting them to abandon the teaching of evolution will work their way through this book with creeping déjà vu: the same simplistic response to unanswered questions, a similar wild, irrational grab at an implausible explanation. Forbending aside, what can the book offer a teacher?

Pages 185-191 describe experiments carried out in the United States, Scotland, and Australia from 1920 onwards, using rat behaviour to test the idea that acquired characters can be inherited. An A level biology class could conceivably discuss the conclusions that may validly be drawn from the results, and compare their thoughts with Sheldrake's, but more conclusive experiments would provide a more satisfying exercise. The rest is silence.

For the record, the book describes mechanistic ideas, vitalism, and organicism, ponders the "unsolved problems" of development, behaviour, evolution, and the origin of life, and supplies references to authors on these topics. It was first published in 1981, and is now available in paperback.

John Seymour



Venus, a British destroyer captain's mascot during World War II – an illustration from Jilly Cooper's Animals in War (Heinemann £6.95). The book, published to coincide with a major exhibition at the Imperial War Museum, is a fascinating and often moving story of the countless animals – horses, mules, camels, elephants, dogs – who have played their part in the long history of war. Some were awarded the Dickin Medal, engraved "for gallantry we also serve" – Joe the American pigeon, for instance, who saved 100 British lives in Italy, and Rob the mongrel dog who made over 20 parachute jumps with the SAS.

Fitful, flawed genius

Churchill 1874-1915. By Ted Morgan. Cape £12.50. 0 224 02044 7.

Jesus Christ has been the subject of more books than any other figure in the earth's history. Among men without claims to be God as well, Shakespeare distances the rest of the field with Napoleon, starting two centuries later, a poor but nevertheless prolific second. At present rates of productivity, Churchill, will soon be, if he is not already, in third place.

With so much extant Churchilliana, and with the mighty official biography processing majestically towards the final decades of his life, is there authentic room for an ambitious new study? Though doubtful when I began Mr Morgan's book, I found that comparison with the relevant volumes of the Randolph Churchill/Martin Gilbert authorized life revealed that, by providing a slight shift of emphasis, Mr Morgan had also provided a salutary corrective.

Compare, for example, the treatment, in each case, of the naval attack on the forts of the Dardanelles and of the Gallipoli landings that succeeded its failure. In the official biography, the account of this ultimately abortive attempt to escape stalemate in the west by knocking out Turkey in the east, stretches across 8 chapters and 260 pages. Fascinating chapters they are, but exhausting in their very exhaustiveness, with minutes, messages and memoranda quoted *in extenso* and the deliberations of a single day, plus the documents generated thereby, often requiring many thousands of words for their presentation. The length at which Churchill's own contributions to the debate on the strategic wisdom and tactical practicality of the venture are deployed gives him so overwhelming a centrality that even such leading actors as Asquith, Fisher and Kitchener are in danger at times of seeming almost peripheral.

Mr Morgan, in condensing the whole unhappy affair into a single 75-page chapter and, in particular, by summarizing rather than reprinting the over-abundant documents, contrives to give a better balance, with Churchill no longer the protagonist but simply one among a large cast of principals. This adjustment is felt throughout the book.

He writes without frills or especial emphasis, but manages to cover the wide territory he has staked out with sustained readability and, in the circumstances, remarkable inclusiveness. Though by no means unduly partisan, he is plainly convinced that Churchill possessed genius, fitful, flawed genius, but genius nevertheless. His salient defect as a strategist is shown to have been his intoxication with brilliantly novel initiatives and recklessness in embarking on them, without any adequate guarantee of the available forces' logistical or other capacity to carry them through to a successful finish. This over-sanguine approach was, as David Fraser's superb biography of Lord Alanbrooke made clear, to persist throughout the Second World War when Churchill was, as he never was in 1915, in a position to insist on the execution of his notions, however heady, rash and underprepared.

Martin Fagg

New beginnings

Postwar – The Dawn of Today's Europe. By Richard Mayne. Thames and Hudson £10.50 0 500 25086 3.

The fashion for writing panoramic books is growing; it is indeed one to which I have myself contributed. Richard Mayne has been for many years a passionate advocate of the European ideals, having worked with Jean Monnet and the other founding fathers, in this book he goes back to those early days of a continent half-liberated and half-enslaved, more than half-starving, and traces the reconstruction, the recovery under Marshall, the final separation of the east from the west by Stalin, the murder of Masaryk, and the creation of the European Community by the Treaty of Rome in 1957.

It was an extraordinary 12 years. Richard Mayne does not rest content with the narrative of political events. He discusses art, music, literature. For it was a time as creative as the first two decades of twentieth century Vienna had been. The discussion of art is especially interesting since he deals with the fascinating question of the mutual influences of America and the continent – of how modernism started on the continent, jumped the Atlantic and then came back. Thereafter there was the dismissive attitude on the continent to "Coca-colonization" – a reaction to American popular culture, which here and elsewhere in Europe is still dominant among young people – and the assiduous mimicking of American high art. This theme merits a book in itself. The profound anti-Americanism of the left, of the leftist bourgeoisie, compounded with their at worst adulation and at best excusing of Soviet tyranny, provide a motif for much post-war continental thought (one thinks of Sartre for example) which is almost inexplicable in the light of easily ascertainable realities. It has its present day devotees in those who see nothing to choose between the two superpowers.

So there is much to think about and much to argue about in *Postwar*. I do not share Mayne's optimism about the future of the Treaty of Rome, nor do I see its narrow exclusivism, in the Europe of the six, from which Britain at first excluded itself and was then excluded for sixteen years, as especially inspiring. Of all post-war institutions the Marshall Plan seems to me to have been much the most effective in practice, and the proper and workable model for future international cooperation.

It is a fascinating story. Germany, ruined, divided and execrated, was threatened by Morgenthau's pastoralization plan. By 1957 it was a pillar both of East and West – the GDR was Russia's most loyal ally, and Adenauer's FRG was the model Western democracy. To add to the irony, it was the inter-allied squabbles over German reparations that led in large part to the Cold War, and to the Marshall plan and then to the Franco-German alliance that created the EEC. It is far from correct to assign de Gaulle any role in this process, above all in the recovery of France. That was done by the Fourth Republic.

The end of Empire is the saddest story of all. The complexities of Algeria brought de Gaulle back. There is room for a great epic here.

Well-written, balanced and helpful, Richard Mayne's book recalls to those who are middle-aged what early post-war Europe was like. To those younger it will be a revelation.

John Valzey

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Party lines

Multi-party Politics and the Constituation. By Vernon Bogdanor.
Cambridge University Press. £18.50 0 521 2554 1. £6.95. 27526 1.

The venerable British constitution rests on the altogether less venerable foundations of the two-party system. The two major parties – Conservative and Labour – determine the rules of the political game and neither are above changing them to suit their convenience. Appeals beyond party self-interest to wider constitutional principle are difficult in the absence of an authority such as a court or constitutional council which can resolve disputes, protect minority parties and set limits on the power of the executive. Yet the two-party system has over the period since 1964 lost popular support. The House of Commons to be elected on June 9 will contain (partly as a result of the defection of the Ulster Unionists from their alliance with the Tories and partly because of the formation of the SDP–Liberal Party Alliance) a substantial number of MPs who are independent of the Conservative-Labour duopoly. If, of course, the Alliance were to do very well, then a number of features of the British system of government would have to change. For, as Vernon Bogdanor points out in his new book, multi-party politics on the scale which has now become a possibility, albeit a remote one, would inject an element of uncertainty into the very heart of British constitutional life and call into question a number of assumptions about how our politics are conducted.

The starting point of Mr Bogdanor's analysis is the trend towards multi-partism in Britain and whether the rise of the Alliance might promote a realignment in the party sys- [illegible] nothing especially novel in this part of the book but the arguments are presented elegantly and clearly so that the fundamental ambiguities in the Alliance's current position are made plain. A tension exists between the Liberal and socialist strands of the Alliance and is reflected to some extent in the difference in the politics of a Shirley Williams and a David Steel. The Alliance has also, as Mr Bogdanor notes, a kind of Janus-like quality with a section of it looking back to the politics of consensus and the party they knew and loved and another section looking towards a future with the Alliance as a fresh and radical force. The style of the Alliance is thus in theory distinct from that of the other parties because it wants to "break the mould" of the existing structure of party competition. Its policies, however, seem an eclectic blend of the stale, the fresh and the dotty. The electoral base of the SDP is as fragile as the Liberals' base has proved so that keeping voters is much harder for the Alliance than recruiting them at a single election or by-election. As Mr Bogdanor is aware, durable political realignments are difficult to achieve in both Britain and the United States so that it is probable that the Alliance will for the immediate future be courting an electorate which is volatile and apathetic.

The most interesting part of Mr Bodganor's book (and the one which could have dramatic relevance if there were an upsurge of Alliance support and a hung Parliament) examines how a genuinely multi-party situation would affect the operation of government. Here three major questions seem to arise. How can the monarch be shielded from political criticism if there is doubt about who should be called upon to form a government? Should some new institution such as the *informateur* known to Belgian, Dutch, Norwegian and Danish experience be formed? Or should Tony Benn's suggestion that the Speaker select the prime minister be taken seriously? Secondly, under what circumstances may a monarch refuse a prime minister a dissolution and seek an alternative government from an existing parliament? Finally how would coalition or minority government affect the practice of cabinet government? Mr Bogdanor brings a wealth of historical information and knowledge of European experience to bear on these questions, although he on occasions comes close to admitting that the careful examination of historical parallels cannot really produce answers or rules for the kind of unprecedented situations he has in mind, especially since new political forces presumably will have little interest in rules interpreted by old parties.

The problem of the appointment of a prime minister is not perhaps a major one since one party will usually have a numerical superiority, if not an overall majority. The system of cabinet government has proved sufficiently flexible to accommodate both peace and war and has had to adapt to the different dynamics of Labour and Conservative governments. Probably the present trend towards prime ministerial dominance would be halted somewhat in a coalition govern- [illegible] govern- ment formed by a single party as internally divided as the Labour Party. It is the dissolution question that is the most perplexing. Could Mrs Thatcher ask for another dissolution shortly after June 9 if she wanted to improve her position or was convinced that a set of freak factors had produced a hung parliament? The textbook case of Lord Byng who refused one prime minister of Canada in 1926 a dissolution but had to grant one to another four days later illustrates, as Mr Bogdanor notes, the dangers of a situation in which the monarch or her representative attempts to exercise discretion on this issue.

Behind the discussion of the various scenarios which multi-party politics might produce there lies a deeper question. To what extent can our current political leaders really accommodate themselves to a quite different style of politics? Is not talk of accommodation and coalition politics fanciful when adversary politics is as deeply rooted in the attitudes of our party élites? Might not a hung parliament lead to immobilism rather than a fresh start as politicians refuse to see the logic of the new situation? Such questions cannot be answered from Mr Bogdanor's book; but those who read it will emerge with an enhanced understanding of the interaction of complex constitutional doctrines and the vicissitudes of party politics.

Gillian Peele

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Dare u asq me

Quest for the Golden Hare. By Bamber Gascoigne.
Cape £7.95. 0 224 02116 8.

"Before I spend $10 on the book (and a lot of time) could you tell me whether someone from your publishing company has checked the puzzle to see whether it is reasonable and solvable?"

During the two-and-a-half-year search for the solution to *Masquerade* Kit Williams received some 30,000 letters from what this book calls "masqueraders". Most of his correspondents suggested solutions, some begged for extra clues or for reassurance. Few showed such exemplary good sense as Martha Baring, who wrote the above. She continued, "Since no one has solved it in the year or two that the book has been out, it must be difficult; I'd like to be sure that it is not impossible."

As it turns out, the only person in a position to judge whether the puzzle was solvable was Bamber Gascoigne, and he had the gravest doubts about it. Kit Williams had confided to him the method by which *Masquerade* can be solved, on the occasion of the burial of the hare in 1979. As his book on the treasure hunt makes clear, Gascoigne thought the solution elegant, even "brilliant", but he was sure that the chances of someone following the right clues were extremely remote. He was right: the ratio of the number of books sold to the number of correct solutions works out pretty neatly as a million to one.

Quest for the Golden Hare is a fascinating account of the history of *Masquerade*, from the formulation and publication of the book to the eventual exhumation of the treasure and the solving of the riddle (two separate events). It would be of interest to anyone who had even casually flipped through a copy of the book, but one senses that it is written for those treasure-hunters who form a large part of its subject – the unlucky masqueraders who took the book seriously, became immersed in its imagery, but who came nowhere near the correct solution. Gascoigne seems concerned to quell suspicions, to emphasize that there was no double-dealing: for it seems that many masqueraders were unhappy with the solution when it was revealed, some simply refusing to accept it, and a few feeling that Kit Williams had tricked them personally. Trained by their search for clues to detect hidden meanings, they interpreted even the end of the hunt as containing more than met the eye. Some suspected that the mysterious finder of the treasure (who concealed his face and gave an assumed name "Ken Thomas") was actually Kit Williams in disguise, staging a discovery at Ampthill in Bedfordshire because someone had got too close to the real location elsewhere. To support this theory it was pointed out that just as KIT WILLIAMS is an anagram for I WILL MASK IT, so KEN THOMAS is an anagram for THE MASK ON. It was also noticed that the two stone crosses at Ampthill were indication that the finding of the hare amounted to "a double cross".


Kit Williams with his source of inspiration

The value of this book is that it explains how such extraordinary thought-processes were encouraged by *Masquerade*. Gascoigne explains that most masqueraders began with a hunch (based on a subjective word association or a recognized location) and then looked for supporting evidence in the book. Such evidence was, of course, always forthcoming, as the book is extremely rich in imagery and ideas. People worked on anagrams and numbers, etymological connexions and biblical references. They drew diagrams on maps. One man started to weave a length of fabric (using a sequence of weaving instructions he had detected in the book) expecting the answer to be spelled out as he wove. Another, noticing in a television item on Kit Williams that he worked in a shed that inside was painted white, looked for clues in Gilbert White's *Natural History of Selbourne*.

This sort of irrational deduction is pretty hard to take, but at least it approaches the book in something like the right manner. Many other masqueraders took less sympathetic approaches. Americans particularly were given to treating the book as a kind of Nutty Pops carton competition, sending off thousands of solutions to increase their chances of winning, or going for very literal solutions: "I think the answer is in the title MASQUERADE–DARE U ASQ ME or U DARE ASQ ME. So I'm asking you: where is the jewel hidden?" Americans too were most guilty of a particularly obnoxious approach, which was to see the book as a "message". Eight-year-old Alan from Colorado thought (according to his mother) "that the treasure is buried in the heart of every person, to be found by those who look for it in the right spirit of love".

Kit Williams did not reply to these letters ("Do you realise," wrote one persistent masquerader, "this one-way correspondence could continue all our lives?") but he did of course check whether anyone had the right location. Gascoigne tells the story of how Williams received the letter from "Ken Thomas", with its picture of the Ampthill site, how he rang him to say "You've got it", and how he realized that the winner had not in fact solved the book's riddle at all. Gascoigne also takes some pains to congratulate and commiserate with the two unlucky physics teachers who had in fact worked out the correct solution (it is printed in full in the book) and had even dug in the right place, but who were beaten by "Ken Thomas" to the treasure.

The disappointment of these physics teachers was, of course, profound. "I sat there unable to believe it," said Mike Barker. "It was the lowest point of my life." But they were not the only ones to be upset. For masqueraders, it seems, March 14, 1982 is like the day J F Kennedy was assassinated: they all know what they were doing when they heard the news.

Lynne Truss

Repent at leisure

'I Do.' Your Guide to a Happy Marriage. By Hans J Eysenck.
Century Publishing £6.95.

It would be wrong to describe this as an utterly useless book by Professor Eysenck since all the signs suggest that Professor Eynsenck had very little to do with it. On an inside page, the work is attributed to "Hans J Eysenck" and then – in smaller type – "with Betty Nichols Kelly". On the next page, in tiny type, comes "This book was devised and produced by Multimedia Publications (UK) Ltd".

I'm not sure they are even right to classify it as a book, as it is set out like a very clumsy women's magazine, full of second-hand cartoons, ugly sketches of "typical couples", headings in bold type dropped between every two paragraphs, and an are-you-sitting-comfortably tone more suited to pre-pubescent sex lectures. "Would you like to test your own Happiness Quotient using Bradburn's test?" is the sort of thing which precedes lists of questions like "I would prefer to have a new sex partner every night. Yes. No" and "Do you think your partner is *more* or *less* sexually passionate than you are? Much more —— somewhat more —— same —— somewhat less —— much less".

It is hard not to feel a perverse pleasure from imagining the inevitable scene of misery and despair that this book will produce somewhere soon. The young couple, their marriage going through a rocky period, have turned to Professor Eysenck for help. Feeling bored while her husband is away, the wife fills in the questionnaire on page 137, ticking off her objections: Penis too small; Has too little regard for *my* satisfaction; Is too animal-like in his passion; Likes to engage in practises to which I object. The husband returns. "Let me take my Eysenck off the shelf and improve my marriage" he thinks. He turns to page 137. Ho, ho, ho. I wonder if Multimedia Publications (UK) Ltd have alerted their legal department to the possibility of Professor Eysenck being cited in countless divorce cases up and down the country.

Most of the book has the solidity of a fallen blancmange. "A Doctor" meets "A Scientist" and together they reassure the patient that his own common sense has the approval of the experts. "My research shows" writes Eysenck on the first page, "that, of all the factors that make for success or failure in marriage, it is the question of personality that is crucial". By the last page, he has progressed to a position from which he can say with confidence, "Social science may help us to learn to live with these problems, and maybe even to solve them, but it offers no universal solutions and shouldn't be blamed for failing to do so."

Written from what its authors call a "bisocial perspective", *I Do*, is laden with statistics culled not only from groups of students of the more obscure universities, but also from – yes – Rhesus monkeys and even, at one point, the yellow-bellied marmot. These animal references give Eysenck another opportunity to bang on about heredity but whether they will be of any use to the couple who are only minutes away from a broken marriage is open to question. They would be better skipping these passages and savouring the conclusion of "a long term investigation into the dynamics of marriage" conducted by Professor Clifford H Swenson and his colleagues at Purdue University, Indiana. Eysenck paraphrases the findings: "Scientists agree that a happy marriage is not necessarily one which is free from problems".

Craig Brown

Type matters

Margaret J Harrison looks at the latest commercial studies textbooks

Applied Typing (4th edition). By Drummond.
McGraw-Hill £4.25.

An updated edition of an old favourite among many typing teachers, this book follows Typing First Course and gives a good selection of practical exercises while allowing the student to build up his/her typewriting skill and machine technique in order to produce fast, accurate work. There is also a new loose-leaf manual of solutions (£7.95) to manuscript exercises, with headed paper which can be easily copied and is a great help not only to students but also to teachers and those preparing for the Typewriting Teacher's Diploma examination.

Data Processing: A First Course. By David Harrison.
Pitman £3.95.

As the title implies, a first course textbook, for CSE, O level, or BEC general students. It has an interesting and easy-to-understand style, and aims to give students a practical approach to the subject, so that they not only learn by doing but understand thoroughly the necessity and importance of such tasks; the subtle difference between "data" and "information" processing is explained clearly and simply. It will help to make what could be a rather "dry" and complicated subject interesting and approachable.

Word Processing Exercises. By J Alan Lyon.
Heinemann Educational £3.50.

Word processing (as against "data" and "information" processing) is a subject which can be incorporated in many typing courses, along with a practical examination, giving students an added inducement to become proficient in both skills during their normal typing course: this book aims to help them to do just that. There are over 100 practical exercises under 12 headings, and each section is prefaced by a short summary of the relevant theory and functions therein. Each exercise commences with brief instructions which act as an "aide memoire" to the operator and will, therefore, save a great deal of unnecessary hesitation prior to typing each task. Emphasis is placed on the importance of proof-reading and accurate storage of text. This book will be useful, whatever the system, and prepares candidates for any of the new word processing examinations now being offered.

Teeline (revised edition). By I C Hill and M Bowers
Heinemann Educational £3.25.

A very comprehensive book of all the teeline theory. There are some useful suggestions and "streamlining" of some outlines to help students to speed up the learning process and acquire an overall knowledge of the system quickly, along with keys to exercises in a separate section. This edition is very suitable for classes of all ages and can be adapted to the length of time available to the student. In spite of all the new technology, many employers are still demanding shorthand, and there is still a dearth of fast, accurate shorthand reporters for both the media and the courts, as well as the "high-flyers" in the world of commerce and industry. A book of this calibre and price is still a necessity for those "going places".

Successful Transcription by Elizabeth A Rushen.
Pitman £4.95.

For Pitman 2000 students who have completed the theory and have reached a speed of 60–80 wpm in 2000, and 30–40 wpm in typewriting, as the title implies, this book concentrates on the accurate transcription of shorthand notes into an acceptable typewritten form which is professional in appearance and content. Transcription is a much-neglected skill, does not always warrant a place on the timetable, and yet is the "end product" of every shorthand and typewriting course! Each of the units in the book is divided into eight sections covering exercises and drills in shorthand typing, and language skills, dictation, tips, and correct transcription procedure; regular use of this book should ensure success.

Pitman Business English 3, Personal Assistant. By Susan Davies and Richard West
Pitman £3.95.

Intended for students in their final year of a secretarial/personal assistant/business studies course and devoted entirely to the work and situations in which a personal assistant may find himself/herself from the letter of application for a job onwards, this book is divided into two main parts. Part I consists of ten units each containing assignments based on situations relating to the setting up of a new company, including an imaginary "break in"! Part II is the reference section covering likely problems, self-checking questions, and examination questions. The authors and publishers invite suggestions and comments from students and teachers on this textbook.

Secretarial Office Solutions. By Bernadette Chanin and Lynn Hall
McGraw-Hill £4.50.

This is a guide to problem-solving for the uninitiated who are studying for the various Intermediate and Advanced Secretarial Duties examinations, or the BEC National Diploma, and any other courses aiming at junior executive level involving people and office management. The book is designed to involve the student in a practical way, thereby learning by doing, and thus remembering how goals may be achieved in an office environment. It is intended that it should complement rather than replace a recognized factual textbook on secretarial practice, so that teachers and students may still use their favourite "bible" on this subject. It is in six parts and covers the new technology, hints and suggestions, case studies, problems (long and short) and possible solutions. It is presented in an interesting and easy-to-follow style, and there is a very good section on meetings and the role of the secretary.

Be a Successful Secretary. By Philippa Ramage.
Pitman £2.50.

One of the first in a series of Pitman Office Guides. I am not sure how useful these little books are to the average office career person; having studied, and possibly still studying, various recommended textbooks in pursuance of a particular course and examination, who, I wonder, has the time, or inclination, to read "a guide" on the same subject/s? For a start, the book fell apart on arrival – the back was not properly glued to the contents – so will not stand a great deal of handling, and this rules out "library use"; it might make an interesting and amusing (some good little illustrations) gift or prize, but I cannot see any great future for this type of book, the topics covered are already adequately catered for elsewhere.

"Thank You For Calling". By Brenda Paisley and Judith Parker.
Pitman £3.25. Teacher's notes £3.50.

This book will appeal to all teachers and students involved in telephonist/receptionist work, and especially those requiring assignments and role-playing exercises in order to meet the requirements of BEC General, ScotBEC, RSA Receptionist Skills, CPE (17+), etc. There are 27 assignments giving full coverage of the duties of a telephonist/receptionist in a realistic and practical way. A teacher's book is also available giving guidelines on presentation of assignments and the assessment of students' progress, plus scripts for oral work so that cassettes may be prepared, and the relevant stationery photocopied for student use. The book can also be used as an extension of "People at Work" by the same authors, the integrated scheme covering all three core modules of BEC General.

Introducing Commerce. By Rosemary Wells and Cindy Ferguson.
Longman £3.50.

This book is designed to catch and keep the attention of fourth and fifth year pupils in secondary schools and give them a good background for CSE Commerce and related courses. Thirteen chapters are broken down into short topics, each of which is displayed on a double page suitable for one lesson. Versatile in use, it is amply illustrated, and offers some encouragement to pupils to learn by reading not only the text but strip cartoons, etc, and then demonstrating their understanding of everything in the lesson by completing diagrams and charts as well as answering questions. Some lower-ability students on foundation courses in sixth form colleges and FE colleges could benefit from such a book.

The Commercial Scene. By Marion Gow.
Edward Arnold £1.50.

Trying to make commerce interesting to disinterested students is always quite a feat, but this little book would go a long way towards bringing out the best in bored students on a Friday afternoon, or any other time. It contains 18 plays or sketches dealing with very realistic and relevant situations in the world of commerce. I particularly liked one about a job interview, and students would enjoy, remember, and learn from such role-playing. It would be useful for students taking O level, CSE and RSA Commerce and related subjects such as social and life skills, or careers education schemes, and help to give them a lot of confidence.

Teaching Secretarial Duties. By Helen Robb.
Pitman £7.95.

This book is aimed specifically at those intending to teach secretarial duties for the first time, and provides guidance in preparing students for the various intermediate and advanced examinations, including the RSA Personal Assistant Diploma, and appropriate option modules in BEC National and Higher level diplomas. The book deals with all aspects of teaching such a wide and complex subject which must, of necessity, be integrated with several other related subjects on secretarial and business studies courses. Both experienced and inexperienced teachers of this subject will find the book invaluable in preparing students for examinations and as a teacher's book of reference.


These cork-popped bottles form part of a dandelion, the "vertical section of an unripe fruiting head" to be precise. From Scanning Nature, compiled by D Claugher (Cambridge University Press £13.50 and £5.50), a collection of fascinating photographs revealing the complex beauty and diversity of the natural world as seen through the scanning electron microscope.

Basic needs

Metalwork Theory, 2nd edition. By R A Mold.
John Murray £1.40. 7195 4012 7.

It is not surprising that the publisher of R A Mold's *Metalwork Theory* has brought out a second edition. The book's back-cover blurb is, for once, not an exaggeration, for here, as it says, "in a concise and extremely usable form, is all the basic theory required for CSE and GCE metalwork".

Some teachers may prefer greater detail for GCE candidates but for CSE candidates who do not find theory work the easiest part of the course, this book should be adequate and attractive.

Twenty-one brief chapters are fully and clearly illustrated and include sections on safety, design and the cost of metals in addition to the obvious coverage of materials, tools and processes. For this edition, new illustrations and revised sections have been incorporated.

In these times when there is often little money available for the purchasing of textbooks, this book gives very good value for its modest price.

Allan A Edlund

The numerical requirements of building technician and craft students are adequately met by **Measurement Level 2** by M Gardner (Longman £5.95) and **Calculations for Building Craft Students** by F L Tabberer (Hutchinson £4.95). The former is highly practical, with a realistic approach to the difficulties experienced by apprentices; the latter brings together, in up-to-date form, the contents of the author's well-known pair of books on metric calculations for building craft students.

F W Kellaway

JOURNAL OF CURRICULUM STUDIES

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Reports Editors: **Wynne Harlen**, University of London; and **Rob Walker**, University of East Anglia

Published quarterly, with over 100 pages an issue, *Journal of Curriculum Studies* will be of interest to anyone working with the school curriculum—in schools, colleges and government. *JCS* has editorial offices in the UK, the USA, Canada and Australia and so publishes work from the entire English-speaking world.

The publisher offers a half-price personal rate, £15, for Volume 15 (1983). Further details and sample copies are available on request.

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TECHNICAL

Wood works

Carpentry and Joinery. Volume 1. By Brian Porter.
Edward Arnold £4.95.
0 7131 3456 9.
Carpentry and Joinery. Book 1. By David R Bates.
Macdonald and Evans £4.75. 0 7121 0394 5.
Adventures with Woodwork. By Richard Stewart.
John Murray £2.95. 0 7195 3991 0 £4.95. 3990 9
Working Green Wood with PEG. By Patrick Spielman
Blandford Press £4.95.
0 8069 8924 6.

It is unusual to have two books for review each carrying the same title, intended for the same purpose, published in the same year at almost the same price. Carpentry and Joinery by either author is aimed at apprentices studying for first-year examinations for the City and Guilds Craft Certificate. Which volume will have greater appeal to potential purchasers?

Upon giving each book a brief inspection, as one might in a bookshop, Brian Porter's has a dated look, not helped by the amateurish layout of the front cover, suggesting that reading it could be heavy going. On the other hand, David Bates's work, with its three-column, horizontal format, has a light, attractive appearance. More careful study shows that both authors are experienced lecturers who have much to offer, covering similar ground for the most part.

Brian Porter's volume is more liberally illustrated but the quality of some of the photographic illustrations diminishes their value. Indeed it is questionable whether there is any value in the inclusion of certain illustrations. There is a feeling that [illegible] has happened here.

David Bates's book has fine-line drawings which are very clear, if generally rather small. He has appreciated that examination candidates need examination practice so several appropriate questions conclude each chapter.

In reminding us that the quality of a work depends very largely upon the quality of the workmen, David Bates gives a reason why his book is less likely to remain on bookshop shelves.

For *Adventures with Woodwork* Richard Stewart has gathered together 30 projects, each of which is, or is based on, an old favourite "novelty" in simple woodworking. The step-by-step guidance will help young woodworkers through a variety of constructions such as the swivel-lid pencil box, paddle-boat, balancing parrot or football rattle, and will equally aid more skilful workers attracted to the making of puzzle joints. The making of each object is not intended to be an end in itself as each one is followed by two or three "things to try". This book, with its excellent photographic illustrations and clear, dimensioned drawings, could replace many collections of pages torn from magazines over the years.

Seasoned timber is often expensive so the idea of being able to use unseasoned or green wood with satisfactory results will appeal to many craftsmen. The PEG referred to in *Working Green Wood with PEG* is the chemical polyethylene glycol 1000 which can be used in a simple curing process for green timber. The chapters explain how to cut logs and how to treat the pieces of timber, as well as suggesting ways to use the timber in slab form and in turnery.

An appendix gives details of many companies supplying materials and equipment. But the appendix is of little use as all the suppliers are more than three thousand miles away from the UK, for this book is published in the US. If the British distributors had arranged for details relevant to the British market to be included in the book – not a difficult thing in a paperback edition – its usefulness would have been increased considerably.

Allan A Edlund

Circuit training

Electrical Installation Technology. By Michael Neidle.
Butterworths £9.35. 408 00360 X.
Electrical and Electronic Principles Level 2. By F Goodall and D K Rishton.
Macdonald and Evans £4.95. 0 7121 0392 1.
Electrical and Electronic Applications Level 2. By A V Smith.
Granada £5.95. 0246 11609 9.

Michael Neidle's *Electrical Installation Technology* and A V Smith's *Electrical and Electronic Applications Level 2* provide a fairly thoroughgoing contrast in their approaches to some of the same material.

Smith's book deals with electrical supply systems, materials used in the industry, single-phase transformers, DC machines, measuring instruments, power supplies, transistor amplifiers, silicon controlled rectifiers, photo-electric devices and illumination. It concludes with some remarks on setting up and reading accurately test equipment. It covers the whole TEC Standard Unit-Electrical and Electronic Applications Level 2 No U81/817. Neidle's book is a large-scale handbook. The author aims it at those taking the City and Guilds Electrical Installation Work Course C, the Electrical Installation Technicians' and the Electrical Technicians' Courses and also the ASEE Diploma. Consequently it covers most of the topics listed above, but many more too.

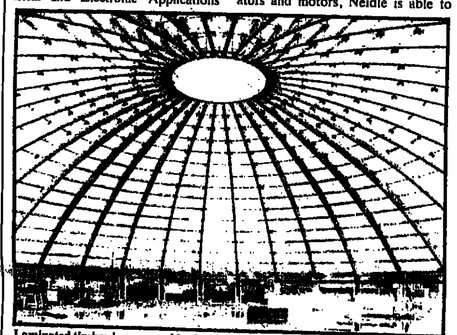
Smith adopts a teaching module format. The text is divided into topic areas. The General Objective and the Specific Objectives of each piece of text are stated. The left-hand side of each page contains a list of the topic headings in bold type and the right-hand side discusses these. Worked examples are provided and each chapter concludes with a set of questions for the student's own self-assessment.

For those teachers who like or require such a strongly regimented textbook, Smith's book is to be recommended. But the more generous and widely-ranging approach of Neidle's book provides something of value lasting long beyond the requirements of a particular course. Thus, when writing on DC generators and motors, Neidle is able to dwell on such details as counter-emf starters and the Ward Leonard speed control.

Besides the earlier-mentioned topics, Neidle discusses electromagnetism, inductance, static electricity, DC and AC circuits, voltage drop and current rating, wiring techniques, AC motors, transformers, high power factors and tariffs, continuous testing, heating, communication equipment and has even a chapter on management. It is a valuable book, rich in information, worked examples are included throughout, with plentiful line drawings and a number of photographs. Each chapter ends with a set of exercises. Properly, there is throughout great emphasis on the IEE regulations (15th edition).

Goodall's and Rishton's *Electrical and Electronic Principles Level 2* is a module textbook for the TEC course of that name. It should be adopted only as a final resort. Although the material presented is accurate and relevant, the English verges on the illiterate. The authors include phrases like "We have discussed that . . ." and such jumbled sentences as "How do we do the cutting off the negative half cycle practically?" Furthermore, the word "logical" is used in so many senses and so frequently that the student will never discover why it is important to be "logical".

Barrington Jones



Laminated timber beams used in the 63-metre diameter Lightfoot Sports Centre, Newcastle-upon-Tyne: from Don Radford's The Materials We Use, a well-illustrated look at the uses, properties and availability of materials and their relationship with technological progress. Batsford Science in Today's World series, £6.50.

Technician Education Council courses have now reached the advanced stages. Mathematics for Technician Engineers, Levels 4 and 5 (McGraw-Hill, £7.95) by G C Dyball, concentrates on practical applications of the subject. It is somewhat biased towards electronics and electrical engineering, but this is likely to accord with the predilections of candidates for these examinations.

Another book of puzzles is added to the series of Dover Books. Mathematical Brain Benders (Constable, £3.20) by Stephen Barr, is a miscellany that moves off the beaten track to stimulate, entertain and often, frustrate. Fortunately, answers are provided.

F W Kellaway

Plane and simple

Introductory Technical Drawing. By V J Ashworth.
Evans £1.45. 0 237 50711 0
Geometrical and Technical Drawing Book 2. By A Yarwood.
Nelson, £3.10 0 17 431301 2
Engineering Drawing. By A Yarwood
Cassell. £4.95 0 304 30950 8
Engineering Geometrical Drawing. By L B Cook and R S Rhodes.
Pitman. £4.50 0 273 01821 3
Progressive Engineering Drawing for TEC Students. By D E Maguire and C H Simmons.
Hodder and Stoughton. £4.95 0 340 26196 X
Engineering Drawing for TEC Level II. By D Oldham.
Stanley Thomas. £3.95 0 85950 387 0
Engineering Drawing Second Level. By P Collier and R Wilson.
Hutchinson. £6.95 0 09 146611 3
Construction Drawing 1 Checkbook. By J Greening and A Bowers.
Butterworth. £7.95 0 408 00672 2. £3.95 0 408 00646 3
Engineering Drawing 1 Checkbook. By L N Jeary.
Butterworth. £7.95 0 408 00667 6. £3.95 0 408 00647 1

It is refreshing to find a clear statement of basics as in Introducing Technical Drawing. The book is intended for students in tropical countries meeting the subject for the first time – no sophisticated equipment is needed, only paper, pencil, rule, rubber and a matchbox. I am sure the approach will appeal to slow learners and be of use in a general course for non-examination pupils.

Mr Yarwood has updated his three-volume series Technical Drawing with the new *Geometrical and Technical Drawing* in two volumes. Book 2 contains a complete range of work for the second year leading to examinations at 16+. The draughtsmanship throughout is excellent, setting a standard for students using the book. Many examples used for orthographic projection are illustrated by photographs which must help in understanding the problem. The book will be most useful both in the classroom and for pre-examination revision.

Engineering Drawing by the same author is intended for FE courses leading to City and Guilds of London examinations but it could well be used in preparing 16+ candidates. The chapter on orthographic projection is particularly good as it deals with the topic in a clear, straightforward way.

Plane and solid geometry, sectional views and engineering features such as fastenings, bearings and other essential elements are all dealt with systematically. Throughout the book each chapter ends with a good selection of exercises as one would expect from an author with a wide experience of examination work. This is a most useful book, well produced and full of information.

Messrs Cook and Rhodes have provided in one volume all the plane and solid geometry students at 16+ need to know. Each part is clearly explained in both text and diagram and while there are no set problems, the book provides the methods for solving examination questions.

There are those, and I count myself among them, who think there should be a move away from the mathematical approach to technical drawing with less emphasis on plane and solid geometry for their own sake. All the time we have to teach these, however, this book will be invaluable to teachers and pupils alike. My one small reservation is with the format of the publication for when open it takes up a great deal of space.

Progressive Engineering Drawing for TEC Students is a complete textbook for those taking vocational courses beyond 16+. It is a good book for revising work already covered at a lower level yet at the same time it provides guidance to anyone new to the subject. Those using the book will be helped by the full index provided and the comprehensive set of exercises, the correct solutions of which are well illustrated at the end. I suppose it is inevitable for a book, even as good as this, to include examples of plane and solid geometry which have no practical application – where would one come across a triangular prism penetrating a hexagonal pyramid for example?

It is perhaps unfortunate that Mr Oldham and Messrs Collier and Wilson have produced almost identical books at the same time. Both are aimed at those studying for the TEC programme, A5, both cover the same material and quote at the beginning of each chapter the general and specific TEC objectives as laid down in the regulations.

There are 162 pages in *Engineering Drawing for TEC Level II* covering the six topics of loci and mechanisms, cams, screw threads, bearings, geometrical tolerances and engineering drawing. Each section ends with a self-test and exercises which provide a good material for both the student working on his own and for class use. The text is precise and the illustrations explicit.

Engineering Drawing Second Level has 238 pages and the same six chapters are therefore fuller than in the previous book. This does enable the authors to give a wider range of examples though the student will need to balance this against the extra cost. There are comprehensive self-assessment questions included in each chapter with the solutions clearly explained.

I picked up the last two books, casebound editions of the Casebooks, with anticipated pleasure for the compact size and apparent preciseness had an immediate appeal. This turned to disappointment on closer inspection. It is plain to see that Hazelwood Road as illustrated on page 105 of *Construction Drawing 1* is not a side turning on the "Golden Road to Samarkand" – "when shadows pass gigantic on the sand". If the sun really was in the NW as indicated, the shadows would surely be longer.

My main concern is for the factual errors; on page 36 the method shown to draw a rectangular ellipse is wrong and will not give a true shape. When the author deals with oblique projection, he goes against accepted practice by recommending 30° as the usual return angle, but not even this angle is used in fig. 11 on page 49 when examples of oblique/cavalier and oblique/cabinet projections are illustrated with perspective drawings. In the Note to Readers at the front it states "The brief outline of essential data . . ." yet in the pages following the text tends to be overdone as if the authors were in two minds as to the best way to present the information. In fact, I detect an amalgamation of ideas in several places which have not been sufficiently well coordinated: the diagrams on page 45, for instance, are confusing as they use the same letters for identification purposes. Chapter 9 on applied projections has interesting material which needs to be re-arranged to keep two projections distinct.

Oblique projection fares no better in *Engineering Drawing 1*, though 45° is mentioned, yet here the only reduction for cabinet oblique is given as two-thirds when the usual is one half.

I would not give this book to any student, despite the considerable amount of useful information in it. Nearly all the vertical dimensions throughout the book are wrongly drawn, studs and screw threads do not conform to the latest BS which for a book published in 1982 is unacceptable. The chain lines for PCD and centre lines appear incorrect though this may be due to poor reproduction from the originals and on page 92 the splined shaft convention is wrong as is the straight kinked on page 68 though this is shown correctly on page 83. I hope these two books will be revised and corrected for then they would be most useful to teacher and student alike.

Ted Hearne

TECHNICAL

TEC key

Electrical and Electronic Principles. By J B Pratley.
McGraw Hill. Volume 1 £3.25. 0 07 084661 8. Volume 2 £3.25 0 07 084662 6.
Electronics Level II By D C Green.
Pitman £4.95. 0 273 01827 2.
Electronics Level III by D C Green.
Pitman £5.50. 0 273 01831 0.
Technician Electronics 3. By R G Meadows.
Cassell £5.50. 0 304 30295 5.
Engineering Science Level II By G D Redford, D T Rees and A Greer.
Stanley Thornes £5.75. 0 85950 313 5.

Authors and publishers must be praying that the merger of the Technician and Business Education Councils will not mean a further overhaul of the programmes of work in colleges of further education.

The wild spate of books offered, for example, to match the objectives of the various units of the TEC courses has died down. Amendments to the printed syllabuses and a revised "Bank of Objectives" have brought a change to some of the earlier issues. Now there are literally scores of books announced as specially prepared for TEC or BEC courses. Close inspection reveals that in some cases the pages bear a remarkable similarity to those of books which carried a different title when they were on sale as appropriate for earlier, now discarded, series of examinations.

This is not necessarily a bad thing. If TEC qualifications are to be regarded as equivalent to their predecessors, much of the earlier standard work must reappear, however superficially re-jigged, in the new units. Texts which have been proven in practice as conveying good teaching, helpful and satisfactory to students should readily be translatable to meet the new conditions.

Nevertheless, it is gratifying when new authors appear, and books genuinely designed de novo, join the throng. Mr Pratley, of Wolverhampton Polytechnic, believes that in taking notes (presumably from chalkboard or from a lecturer's dictation) students often fail to get the correct story, may miss vital points, and generally use time that might be better spent in grasping what is being taught.

Yet notes for reference are essential. To resolve the paradox, Mr Pratley has compiled a series of "study notes for technicians". Three volumes supplement the standard texts. Each provides, in "compact form", the "key elements of the syllabus" in electrical and electronic principles at the appropriate levels. Associated with the summaries of factual material are examples, mainly numerical, worked in detail, and a series of exercises. The result is a modestly priced *aide-mémoire* and sufficient problems to obviate note-taking in class or the time-consuming issue of sets of questions for classwork or homework.

While not wholly novel, the technique has been applied competently. Lecturers and their students should find the book useful and adequate for their purpose.

Mr Green's texts have already been accepted as eminently worthy treatments of electronics and associated topics. Revised versions of *Electronics Level II* and *Level III* have regard to changes made in the TEC schemes, and will continue to be among the best available.

Extensions to other series include third level electronics by Dr Meadows and a second level engineering science book. In each the TEC objectives are fully met, with a lucid text, good diagrammatic illustrations, and a fount of worked and other exercises combining to produce first class books.

F W Kellaway

Fabrications

The Fibre of Clothing. By Ann Fritz.
Oxford University Press, £3.25.
0 19 550597 2
Discovering Textile History and Design. By K G Ponting.
Shire Publications Ltd. £1.50.
0 85263 551 6
Inkle Weaving. By Lavinia Bradley.
Routledge and Kegan Paul £3.95.
0 7100 9086 2

Fibres are hardly a riveting area of study and any help in activating a comatose class would be welcome. Books on the subject usually sugar the pill with perky illustrations and depressing handicraft activities. *The Fibre of Clothing* leans heavily on learning through dice games and word scrambles; which might leave particles of accidental knowledge on the beaches of the mind, though some learning devices have a built-in failure element which could precipitate mass hysteria.

Children representing knitting needles are instructed to line up and then move one step to the right and loop the yarn around the child in the next row. Then, in unison they must all take one step to the left and repeat the process of looping. The instructions end with the theory statement "This is your giant well knit jersey" – or is it?

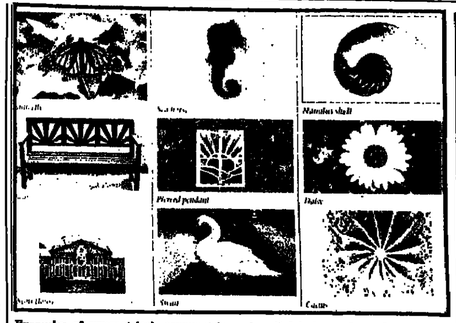
However, the necessary information is there, the diagrams are clear, and there is an index and a glossary of terms.

A bird's-eye view of the history of textiles might seem too large a subject for a small handbook, but when the eye belongs to an expert like K G Ponting, the panorama is sharp, accurate focus. Densely written, it comprises the history of weaving, printing, embroidery, knitting, lace, tapestries, braids and carpets, and is a much-needed frame for the number of specialized books which usually fail to place their craft in the context of the grand series of historical developments. There is a glossary, an index, a bibliography, and a list of museums noted for their textile collections.

The first really comprehensive guide to inkle weaving (inkle being Old English for a linen band) starts with a brief history of the inkle loom and continues with step by step explanations and diagrams of the stages in weaving a braid. Narrow strip weaving of any kind can be sewn together to make a wider fabric, as happens in West African ceremonial cloths, so the limited width need not preclude a wider effect. The little loom can either be bought or made, instructions for making it are included, and as it is only 28 inches long and can be dismantled, it is an easy craft aid for school use.

The text of *Inkle Weaving* is agreeably clear, and is written from the standpoint of a true professional. Perhaps the only criticism I would make is that Mrs Bradley's limited use of the dyeing of yarns by natural dyes is not equal to her expertise in weaving them. For those who would like to do both, a specialized book on vegetable dyeing (also easy to carry out in a classroom) would be necessary.

Betty Tadman



Examples of symmetrical, asymmetric and radial balance from Introducing Craft Design and Technology by Andrew Breckon and David Press (Hutchinson Education £3.50). The book, co-published with Thames Television, is the first in a new series which forms a fully integrated CDT course to CSE.

Taking shape

Modelling and Flat Cutting for Fashion Volumes 2 and 3. By Helen Stanley.
Hutchinson £12.95 and £6.95 each.

Helen Stanley is that rare breed of writer/teacher who is able to both show awareness of the changing needs of fashion students, and to find exactly the right approach for meeting those needs.

In her two recently published companion volumes to *Modelling and Flat Cutting for Fashion: From Design to Pattern*, information about the general basic garment shapes which can be translated from design to pattern has progressed to cover several more specific style areas. These books aim to reflect current fashion trends; the "social, ethnic and ergonomic factors". They are designed to be used by students on a wide range of fashion courses, including degree, TEC, DATEC, and CGLI. In addition, as in her first volume, the books should be equally useful for non-student designers, illustrating as they do the link between pattern shapes and the human figure.

The specialized topics chosen for these volumes allow Helen Stanley to develop her instruction from cutting for calico, to a consideration of the relationship between pattern styles and a variety of different fabrics. For instance, in Volume 2 there are incidental but useful comments on recognizing the "wales" and "courses" in knitted jersey fabric when designing cowls; while in Volume 3, in the section about dungarees, a brief description of the historical and practical uses of these garments draws attention to the balance which must be found between the requirements of stiff, serviceable cloth and loose, comfortable styles.

The layout of text and illustration is better spaced and sequenced than it was in Volume 1; however, the fashion drawings are rather weak, and not as effective as the simple, diagramatic style used in the earlier book. (Perhaps future volumes might employ some of the considerable fashion drawing expertise available, in the college where Helen Stanley teaches . . .?)

That minor criticism apart, these books are to be thoroughly recommended, and, (assuming that the series will keep growing) should be the start of a valuable collection of textbooks for all future designers.

Susi Rice

Pipeline

Plumbing: Mechanical Services Book 1. By G J Blower.
Macdonald and Evans £4.75.
7121 1750 4

G J Blower's book is designed for those taking the City and Guilds Craft Certificates in plumbing. The first book in a series, it covers safety, tools, materials and fittings, pipeworking, cold and hot water supplies, sanitary appliances and pipework, with three chapters on sheet weathering. Each chapter begins with a statement of its objectives and ends with a small but good bibliography for further reading and questions for self-assessment. Line drawings illustrate the text.

Doubtless the constraints of the City and Guilds syllabus account for the old-fashioned flavour of the book. The majority of domestic installations now are in copper and PVC, but the book is written as if lead were the basic material. (Of course, copper and PVC *are* dealt with.) One surprising omission occurs when the author discusses boilers: there is no specific mention of low water content boilers. Also, when Blower is dealing with the single stack system, there is only a mention of the fact that there are limitations on the length, size and fall of waste pipes. These should surely have been tabulated; they are not complicated and their omission diminishes the utility of the book.

The great strength of the book lies in the large number of practical hints scattered through out the text.

Barrington Jones

Signalling

Telecommunications. By Eryl Davies
HMSO £2.95.
0 11 290413 0
The Way the New Technology Works. By K Marsh.
Century Publishing Company. £6.95.
0 7126 0046 9.

The new telecommunications gallery at the Science Museum in South Kensington, London, was officially opened earlier this year. It displays the principles of various forms of telecommunication and the development of telegraph, telephone and radio.

A small book of outstanding quality has been issued by the Museum with the same theme. Concise, yet comprehensive, it details the ways in which information is translated into signals, the processes of transmission and reception of the signals, and their interpretation.

From the eighteenth century experimentation on electric telegraphs to the present day space probes is a massive advance. The acceleration of discovery and application in recent decades is emphasized in a date chart spanning the years from 1800. Concepts such as microwave links, optical fibres circuitry, geostationary satellites and lasers appear only in the past thirty years.

Extensions of telephone facilities, currently taken for granted by the young, have taken place within the lifetime of their teachers at a barely comprehensible pace. Few, before the last war, would have envisaged the advent of international subscriber dialling or the ramifications of space technology.

Meanwhile the growth of microelectronics brings further transformations in our lives and habits. Inevitably this is one of the factors colouring the account of technological processes included in Mr Marsh's book. (It has been edited for readers in this country by Christine Snow and Michael Gordon so that British references are prominent.) Clearly set out and illustrated, it explains the history, language (or jargon) and potential of information technology.

An introduction on the basics of electricity and electronics lends to explicit considerations of telecommunications and data processing. The whole conveys an understanding of the complexities in a way that should resolve many a doubt and query. A copy should be in every school library.

FWK

New Technical Books from Pitman

NEW **The Structure, Properties and Heat Treatment of Metals**
May 1983 D J Davies and L A Oelmann
A concise one-volume treatment of metal properties and behaviour which covers the UK TEC units in the structure and properties of metals at both levels II and III. Several photographs of microstructures and equipment are included and exercises are given at the end of each chapter.
Paper/216pp/146 figures/ISBN 0 273 01893 0/£5.95

NEW EDITION **Engineering Measurements**
2nd edition April 1983
C V Collett and A D Hope
A detailed and practical introduction to all the important areas of industrial engineering measurement. Thoroughly revised and updated, the presentation is sympathetic to the needs of technician students (HTC, HTD, HNC and HND) and of mechanical and production engineering undergraduates. The lucid and concise text is highlighted by clear and simple illustrations and each chapter contains a selection of problems.
Paper/448pp/Illustrated/ISBN 0 273 01758 6/£9.75

COMING SOON **Microprocessors: Essentials, Components and Systems**
July 1983 R Meadowst and A J Parsons
A completely integrated treatment of the hardware and software concepts and techniques used in microprocessor-based computer systems; its coverage extends from computer number systems through to selected microprocessor applications. The two chosen microprocessors – the Rockwell 6502 and the Zilog Z80 – receive parallel and equal treatment. The unique breadth and depth of coverage make this book an unrivalled one-volume first course for technicians and degree students.
Paper/256pp/196 figures/ISBN 0 273 01904 X/£6.95

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Write for inspection copies and catalogues to: The Promotion Department, Pitman Books, 128 Long Acre, London WC2E 9AN

Pitman Books

Primary shapes

Paul McGee reviews the second and third Micro Primer packs

Micro Primer Software.
Packs 2 and 3
Supplied with Department of Industry Primary Microcomputers
Available from Tecmedia, 5 Granby St, Loughborough Leics LE11 3DV.

In his introduction to the Micro Primer materials Richard Fothergill, director of MEP, says that he hopes that the series will "act as a significant contribution to raising educational, technical and publication standards in software presentation". The packs conform to publishers' current standards in the last two respects, but unfortunately they do not seriously try to meet the first.

The materials for each pack come in standard rigid plastic covers and each pack has an 80-page booklet and two tapes. The useful *Hello* program, which can be used to help set the volume control on the tape recorder, enabled all programs to be loaded first time without difficulty. This is remarkably good compared with many other sources of cassette software.

The first tape in pack two concentrates on logical activities which could be based on Logiblocks. *Venn Man* is an exercise in describing areas of a Venn diagram. This is not necessarily related to Logiblocks, and certainly does not need a background of concrete operations using Logiblocks as the text suggests. The program could have a useful role as a revision in the lower secondary school as well as the top primary.

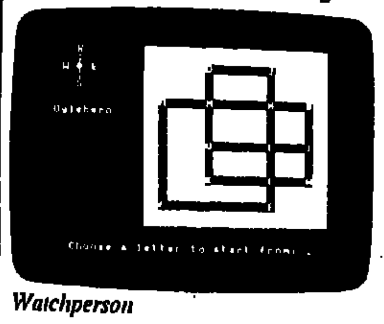
Venn Kid uses the same diagrams but asks the pupil to identify the number of people who match criteria such as having big boots, fat faces or red hair. Most of the messages are helpful, and good use is made of shading relevant areas, but one message asked me to add up correctly one number. The user can choose the number of sets and the number of questions, and the teacher can change the attributes to link the work with class topics.

Shape is the first of the four programs which depends on Logiblocks. There is a brief introduction to their use and a warning that the computer does not replace the essential practical experience. The instructions for choosing the missing shape are confusing and unhelpful and the arbitrary changes in the colour of the writing might mislead, but the program is easily to run when this has been clarified.

Gate stimulates the passing of Logiblocks through five previously defined network shapes. The gates are easy to specify and the speed of the blocks can be controlled by the space bar. For those who reach this stage in their current maths work this is a good program, because the movement clearly shows how the routing takes place at each gate.

Any junior school which incorporates this work into its scheme will find all four programs of use. The first two programs are useful for anyone who teaches Venn diagrams and they probably have a real future as revision work in secondary schools.

Trains and *Snap* are examples of drill and practice, with a little fun. *Trains* sets sums of variable difficulty. Correct answers are rewarded by green trains, incorrect ones by blue trains which can rub off the green



Watchperson

trains. Although all the trains make puffing and whistling noises, this is a rather dubious use of such an expensive resource when toys such as Little Professor do much the same, and it is unimportant that they do it less attractively. *Snap* is a good use of the computer to compare the pictorial and written form of fractions since it can act as umpire and free the teacher from that task.

The last two programs have been available from Newman College for some time and the last program, *Eureka*, has had extensive use while being developed at the ITMA unit in Bristol. *Eureka* is a flexible graphing program which deal with the height of water used by a man in the bath. It can be used for a variety of work involving the interpretation of simple graphs.

The long and helpful briefing section points out that it is very easy to use the program badly by concentrating on the fun aspects, so detailed suggestions are given for its effective use and all the options are explained.

Pack three begins with *Watchperson* which is a superficially attractive presentation of the problem of traversing three predefined networks, but it is hard to see what the computer adds to what is essentially a paper and pencil activity.

The solution to these problems is simple, and the technique is included in many lower secondary maths courses. In spite of some fancy terminology in the text, the pupils are learning very little. The only value of the computer would be if it remembered the pupils' efforts and allowed them to be replayed and edited.

Spanish Main is a better program for teaching decision-making, although the machine would have to stand idle for long periods if the necessary discussions took place. It is debatable whether the map should always be the same since, although the initial runs can be used to locate the islands and the more detailed strategies can follow, anyone who already knows their positions is at an advantage.

It is important that when pupils are introduced to computers their search and destroy missions to locate the correct key should not interfere with the educational purpose of using the machine. In *Cat and Mouse* a cat chases a mouse who gains breathing space by the user quickly pressing the key being displayed on the screen. There are three levels of play and seven choices of key combinations, all with squeaking from the mouse and munching noises from the cat. A delightful way of achieving some keyboard familiarity.

The noises produced by *Brick Up* as the cannon fires at the brick wall are very similar to those made by the arcade games upon which it is based. It is supposedly designed to reinforce dictionary skills. Giving out sweets would be cheaper and quieter, and would rot their teeth rather than their minds.

A far more interesting game is *Ergo*, where the pupil is given a five by five matrix to complete with numbers in some predetermined pattern. Two numbers are given, and the remainder can be deduced from the replies given to initial guesses. There are two levels of difficulty, the first using arithmetic progressions and the second using sequences based on geometric progressions (the text says incorrectly that they *are* geometric progressions).

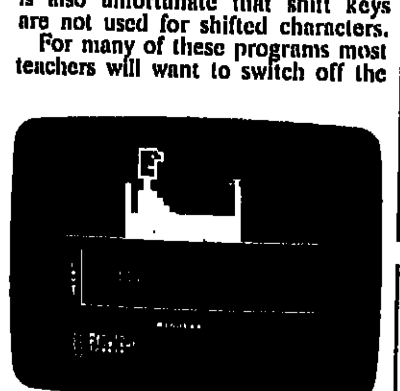
This is an interesting game where the computer provides individual answers which follow the pupil's reasoning. A teacher could perform this function for the whole class but not for several groups. The program also gives a score which indicates how well the pupils attempted to find the pattern.

Build is an attempt to help pupils to gain an understanding of perspective and three dimensional structures. It is good at the former, with a very impressive display of cubes from all over the screen converging towards the vanishing point.

For more general work, however, the cubes seem to be a messy way of drawing larger objects and the program did not provide much help towards remedying the deficiencies noted in APU maths reports where pupils could not visualize the hidden cubes in a structure.

Some CAL programs seem to be designed to show off the programmer's or machine's capabilities with little regard for educational objectives. *Morless* has the most annoying noises and the silliest introduction to what could be a simple program to help pupils to compare numerals. It is also unfortunate that shift keys are not used for shifted characters.

For many of these programs most teachers will want to switch off the



Eureka

sound if the rest of the class is to function. The amount of sound used in what is meant to be a prestigious package may alienate many of the more traditional teachers.

The first three packs provide a moderate variety of uses of the computer in the primary school. But many teachers will still be wondering what all the fuss and expense have been for. The programs, however, compare favourably with much other current material, and are vastly better than most cottage industry products.

The weakness lies partly in the poorly defined objectives, and partly in the lack of variety of suggestions for using individual programs. *Ergo* and *Build* also feature on the secondary maths disc from the Association of Teachers of Mathematics, who give more interesting accounts of their use with pupils.

It would also be a great help in future MEP releases if some justification could be given as to why it is better to use such an expensive resource as a computer rather than more usual primary equipment. For many teachers, the lasting impression will be of the pungent smell of the plastic container rather than a whiff of the everyday classroom.

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Nerve centres

Bob Fairbrother on a Timer and a Meter package

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Meter Interface Box £29.70
Timer Software Pack £07.37
Timer Interface Box £20.70
Details obtainable from EARO Resource and Technology Centre, Back Hill, Ely, Cambridgeshire

One way of using a microcomputer is as a self-contained unit. All that is needed for you to be able to communicate with it using the key board and a tape or a disc, and a means whereby it can communicate with you, i.e. the visual display unit (VDU). You either write the programs (the software) yourself, or you buy them from the growing number of suppliers.

Another course is to connect the microcomputer to "the outside world", so that it can monitor what is going on, analyse the information it receives and also control what is going on. Your microcomputer could become the nerve centre for a burglar alarm and for your central heating system.

This Timer package and the Meter package come in the second method of use. Both packages require an interface box which enables the computer to accept the signals coming from an experiment, say, and both require a short program which tells the computer how to deal with the signals. The Timer interface box and Meter interface box can both be bought ready to use, or assembled from a kit of parts with instructions or made using the circuit diagram given in each of the booklets. All operating systems up to 1.2 can be used.

THE TIMER PACKAGE

This program converts the microcomputer into a timer-counter which will measure time intervals from milliseconds to thousands of seconds and will count events which interrupt the input to the interface box. The Timer interface box plugs into the input/output port underneath the key board. (The port is labelled "user port" on the computer.) The program loads from the tape in about one minute.

The instructions for doing all this are quite clear in the instruction

continued on next page

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continued from previous page

booklet. However, I was a bit foxed by the instructions for the "key card". This is a card which summarises the main features for using the program. The booklet tells me to slide the card under the clear plastic strip on top of the computer so that the marks on the card line up with the red "user defined" keys on the keyboard. I quickly found out that the position of the card can be anywhere that suits your convenience. Nevertheless it is a useful card although twice the size it need be.

There are four timing options:

Option 1 counts seconds; the display is 000 in white figures 9 cm high against a blue background.

Option 2 counts deciseconds (0.1 seconds); the display is 00.0.

The above displays show continuously with the digits changing as the timing progresses.

Option 3 counts centiseconds (0.01 seconds); the display is 0.00

Option 4 counts milliseconds (0.001 seconds); the display is .000.

The last two displays only appear when the the timing finishes. At the start of timing only the decimal point is shown. While timing occurs with option 3, small digits appear on the screen to show that timing is taking place. For option 4, only the decimal points shows until timing is finished when the large figures appear.

Timing is started and stopped by any change of state at the terminals of Timer interface box. Two pairs of terminals are provided. Making a circuit or breaking a circuit at either of them will cause the timer to start if it is not counting, or stop if it is already counting. (See diagram 1)

If the time interval being measured over-runs the amount which can be displayed, the loudspeaker on the computer emits a beep.

The times, including the beeps, can be stored in a memory when the timing is finished. Three memories are provided and storing and retrieval is done by pressing buttons 1 or 2 or 3. You have to be quick when storing the time displayed because only 2 seconds are allowed to press the button after the timing is finished. A beep sounds (a different note from the others) if you overrun this 2-second allowance. You cannot then store the displayed result and must press C to re-use the selected option or ESCAPE to select another option.

Successful storage is signalled by another beep, and then the display clears ready for another timing event or ready to recall an earlier value. The last of the three timings is automatically stored in memory 3. The response of the system is quite fast. If the make or break of the circuit at the start of a timing episode makes a double contact, the time interval will be detected although the display may not change. This can be confusing until you realise what has happened.

Option 5 is the counting facility. A total of 999 counts can be displayed, after which the computer beeps at each event and counts every other one. An "event" is something which makes or breaks the connexion to the timer interface box. I found this somewhat erratic: sometimes counting began when the circuit was made.

The system is quite sensitive and it reacts fairly quickly so that it will detect a nervously-made contact or a "bouncing" switch. The memories do not function with the counting option.

THE METER PACKAGE

The meter program converts the microcomputer into an analogue or digital display meter and also enables you to display readings in graphical form. The meter interface box plugs into the socket marked "analogue" at the back of the computer, and the program is loaded from tape in about one minute.

The meter box has a "V input" for connexion to devices which are "driven" by voltage, for example a voltmeter or a moving coil microphone; and it has a "R input" for connexion to resistance devices such as light sensors and temperature probes. A simple switch enables the change between the two modes to be made very quickly.

The V Input

The typical use of this input is to convert your microcomputer into a demonstration d.c. voltmeter. I found I could not use the system to *replace* an ordinary meter but had to use it in parallel with the meter.

The arrangement suggested in the instruction booklet is shown in diagram 2.

Three options are available:–

Option 1 – The Digital Display

On selecting this option (clear instructions are given on the screen once the program is loaded), you are first asked to give the full scale deflection (FSD) which you need. This must be entered in the range 1 to 1000. Negative values cannot be displayed and there is no provision for an off-set zero. You are then asked to give the units of what you are measuring. The units can be omitted if you wish, although the program sometimes takes a bit of persuading to accept a no-entry.

For a FSD of 1 the display is .000; for a FSD of 10 the display is 0.00; and so on, the decimal point moving over one place with each increase. The display must be calibrated by connecting the system to a known voltage within the range chosen and adjusting the gain control so that the displayed value matches the known voltage.

The logic of the system is different from that of a conventional digital voltmeter. While a conventional voltmeter automatically adjusts the display when you select a different range, this system does not and must be re-calibrated each time using the gain control. For example, having selected, say, a 10 volt FSD, connected up a single cell and adjusted the gain so that the display reads 1.50, you can then press ESCAPE and select a different FSD. If you select 100 the display will show 15.0; if you select 1 the display will show .150.

The least significant digit of the display can respond quickly to small fluctuations in the quantity being measured. This can be smoothed out by pressing S provided the reading is not too close to a whole number. So, 5.95 stays steady but 5.99 and 6.01 tend to fluctuate even when S is pressed.

Option 2 – The Analogue Display

This operates in exactly the same way as the digital display except that the display is a large picture of a conventional meter with a pointer. The FSD must be entered but it has no effect and this requirement is likely to be omitted in later programs. The scale of the display is permanently set at 0, 1, 2 . . . 10, and the meter is calibrated by connecting to a known value as before. S0o, 0.5V, 5V, 50V and 500V will all be shown the same, i.e. with pointer opposite the 5 on the scale. The differences in these values could be indicated by choosing appropriate units, e.g. Volts / 10 or Volts / 100, but this may introduce more confusion.

Option 3 – The Graphical Display

This is one of the best parts of the whole package. It plots a graph of the variation of the voltage with time and takes readings at intervals of time which you can vary between 0.01 second to 1,000 seconds. You have to choose the interval you want, press RETURN and then the graph axes appear on the screen. The Y axis is marked off in 10 equal divisions and you need to adjust the gain control to calibrate these as in the other options. The X axis is labelled Time, and has 10 equal divisions. Each of these divisions is covered by 10 readings giving a total of 1,000 readings. Using the 0.01 second interval the graph is plotted in 10 seconds, (1000 x 0.01). Using the 1000 seconds interval the graph is plotted in 1,000,000 seconds (1000 x 1000). You could monitor the growth of a plant or any other variable which takes a long time to change.

Taking and plotting readings is started by pressing the space bar. This is not mentioned in the instruction booklet. You can record as many traces as you wish on the same axes by pressing the space bar when one trace has finished. Successive lines are plotted in white, then red and then yellow (the same colour as the axes). These colours are then repeated in this order as often a you press the space bar. Pressing C clears all the lines already plotted. Press 'D' will cause the display to be dumped into an Epson printer.

The R Input

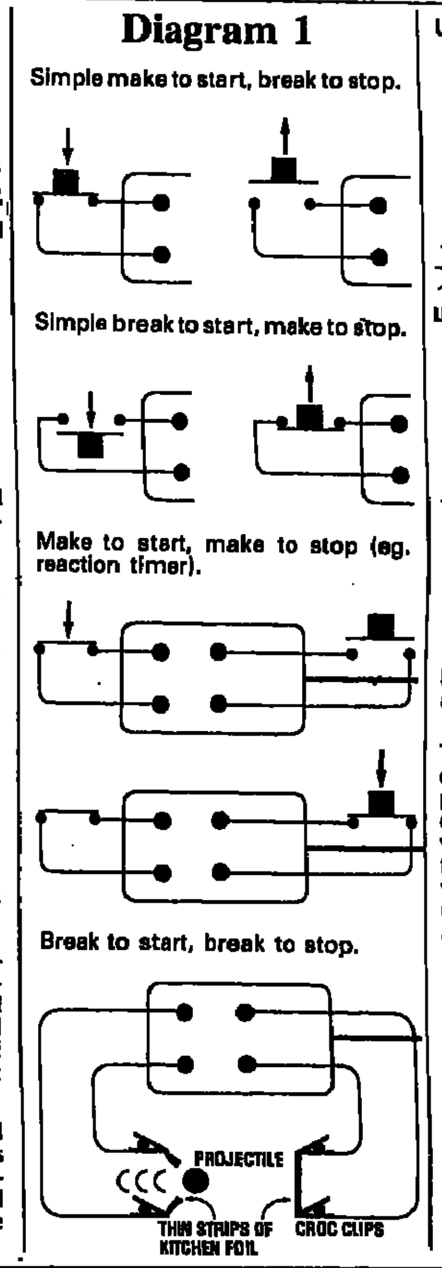
All the options already mentioned work in the same way with the R input. Getting this input to work caused me some problems because the instructions given in the booklet are not sufficiently clear. I eventually adopted the following procedure with a light sensor (an ORP12) plugged into the R input terminals on the interface box.

- cover up the ORP12 so that it is in darkness.
- set the zero and gain controls fully anti-clockwise.
- increase the zero control until a reading is obtained and then back off the control to just give a zero reading.
- expose the ORP12 to the maximum intensity of light which is likely to be encountered.
- increase the gain control to give a maximum reading.

The system is now ready to record light intensities which vary between zero and the maximum used above. A similar procedure would be used with other probes. I found that the smoothing key (S) did not work.

If you already have a BBC model B micro-computer, then these packs provide you with a cheap demonstration meter, timer, counter and simple storage C.R.O. They are well worth buying.

Diagram 1



Using a 'light switch'.

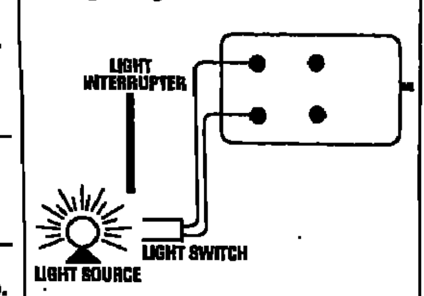
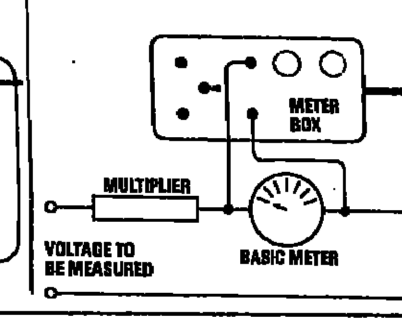


Diagram 2

Demonstration d.c. voltmeter or ammeter

The meter box will give a full scale deflection on the display with inputs of from 75 mV to 2.0 Volt. Basic classroom meters generally need a voltage of about 100mV to give f.s.d. so the meter box and computer cam replace the basic meter using the meter's range of shunts and multipliers.



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RESOURCES

Changes at midnight

Bill Hicks surveys time switches for automatic recording

At 00.30 hours on Monday, September 19, directly after the shipping forecast, BBC Radio 4 VHF will transmit 40 minutes of programmes for secondary schools.

This will mark a radical departure in national schools broadcasting policy, and the beginning of regular night-time transmission of about one quarter of all BBC radio programmes for secondary schools. The only sensible way for schools to respond to this change will be to equip themselves with a reliable time-switch for the automatic recording of all programmes.

Night-time schools broadcasting is not a new idea. It has been a matter of debate and experimentation for several years, with increasing pressure of the BBC's limited VHF wavelength allocation always the primary motivation. Schools programmes currently use an average two and a half hours of Radio 4's weekday VHF airtime – to the chagrin of many a hopeful *Women's Hour* listener.

According to the Schools Broadcasting Council, however, the block scheduling of that two and a half hours each day means that most schools already record all programmes so that teachers can use them at the most convenient times. According to this theory, transferring a 40-minute chunk to the 12.30–1.10 am slot five nights a week should not be such a hardship.

In fact the BBC, in the best tradition of seeking profit in adversity, points out that night-time broadcasting will enable teachers to make more flexible use of the programmes.

The schedules should by now have reached all secondary schools, and they show that some series of 10 programmes will be block-broadcast over one week, while other, related series, such as the *Lifeline* and *Zoo* programmes, will be broadcast on the same night, so that distribution of the cassette can probably be kept within one school department.

For next year at least, night-time broadcasting will be confined to secondary school series, and will never exceed 40-minutes a night – that is two normal programmes, comfortably filling one side of C-90 audio cassette.

More detailed information will be given in the schedule for block recording for the week beginning September 12. But no amount of information will help schools that are not prepared for the change. This means purchasing a time-switch which can control a tuner/cassette recorder with precision, night after night.

Most teachers are by now familiar with the often highly sophisticated timing devices used on video cassette recorders. Unfortunately, for historical reasons, such timers are not incorporated into any domestic radio-cassette recorders. But the same technology is available in the form of plug-in time-switches, which come between the appliance and the power supply.

The simplest of these – such as the



dial-type Smiths Industries TS100 costing about £15, widely used for turning on the lights in empty houses as a form of home security – can also switch on and off a radio-cassette recorder each night. More modern [illegible] accurate electronic timing mechanisms, such as Tek Marketing's "Time-touch" unit (£19.95 to educational establishments) are easier to set and slightly more precise.

Such units will be perfectly adequate for individual teachers. But if schools are going to invest in timers at all, it makes sense to buy a unit which has the capacity to control all radio recordings, day and night, and to control perhaps several tape decks.

The BBC, in consultation with the Council for Educational Technology and manufacturers, has drawn up a specification for timeswitches. It covers safety, accuracy and reliability and one of its recommendations is that the units should not be affected by power cuts of up to six hours (the Central Electricity Generating Board's ceiling for a "routine" power cut) – which means that they must have a built-in standby battery to maintain the timer unit and its pre-set memory.

One simple unit which meets this specification is Minim Electronic's DT2Q (£59), a weekly timer capable of controlling up to 15 on/off operations, with an "everyday" key or repeat function so that the regular night-time slot would use only two of these 15 settings.

Other settings can be completely random; it also has an internal buzzer to remind users when the tape needs changing, and a review switch to check all the preset times. Power-cut security is provided by a re-chargeable nickel-cadmium cell and a 50Hz quartz oscillator to maintain timing accuracy.

Minim also make a simple version of this without a battery (DT2, at £49) and a more powerful model, DT10, which will control four tape decks and a tuner, giving up to 100 on/off settings (£150).

Two timers are made especially for schools by THD Manufacturing. The simpler Timecord 24E (£60) will control two recorders over a 24-hour period, and the bigger model 943 (£87.50) controls either one recorder on three different settings, or three recorders on one setting each, over a nine-day period.

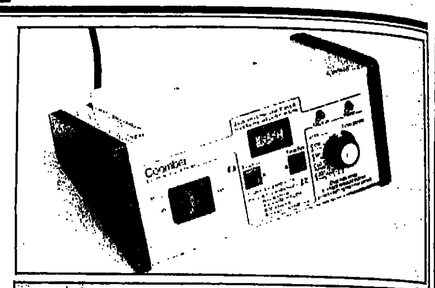
This unit has a capacitor to retain pre-set times in case of a brief mains interruption, but THD also supplies battery versions of each model (about £8 extra) to cover longer power cuts.

Coomber Electronic Equipment and Goodsell, the only surviving British specialist in educational radio/cassette recorder manufacturers, have both developed units with built-in timers for night-time broadcasting.

Goodsell introduced its twin-cassette deck Auto Recording Centre with a 24-hour time clock in 1978, and followed it with a more refined ARC4. Both units were rather bulky however, and at around £300, too expensive for many schools. They were designed primarily for resources centres.

The company then launched its single-deck RCT timer, with FM tuner, 0 to 99 minutes' variable recording time and up to nine days' start delay, and a completely isolated, battery-powered timer.

An even simpler version, the PCR 985T, has been designed. It gives only a 24-hour delay time. All Goodsell models are designed so that the pinch wheel of the cassette mechanism is held away from the capstan during the delay mode, and the decks are completely switched off when the recording is over, so there is no danger of excessive wear.



Top, Minim 24-hour timer. Above, Coomber Type 818 quartz digital timer

Coomber has developed two versions of a 24-hour Quartz Digital Timer, available either separately as the Type 818 (£64.95), or built into the four models in Coomber's educational radio-cassette recorder range. These span the 1.2W Type 284 suitable for small rooms, (£164.93) to the Type 344, with 18W output and a 10in. loudspeaker, making it suitable for school halls or large classrooms. The Coomber timer unit has very clear, simple controls and again, incorporates a constantly re-charging nickel-cadmium battery for security.

Many school labs already possess highly accurate timers for controlling various pieces of scientific equipment: in many cases these are suitable for controlling a tape recorder, though lab staff probably will not welcome their being used for so humble a purpose.

Extremely powerful, microprocessor-driven timers are beginning to appear in the domestic market. To electronics enthusiasts, the automated home is already here, and devices such as Velleman's Programmable Microprocessor Timer make it possible. This unit – available in kit form for £48, or built for £64 – allows up to 20 daily or weekly on-off settings to be entered via a calculator-style keyboard.

It has four independent outputs to time four separate units. The unit needs a 12V DC transformer to supply the power, and a 50Hz crystal time base unit is available (£11.39) to keep absolute accuracy. A unit for the enthusiast, perhaps, but once mastered, it would become an extremely useful universal timer for general school use.

Soundings from manufacturers suggest that not all secondary schools are ready for night-time broadcasting. With only three months to go, decisions on what to buy, and who is to be responsible for operating it, should have been made. The BBC and others have been busy reassuring everybody that timing is sensible, safe and easy: is – and those who miss the programmes will find that the cost of BBC emergency cassette service rapidly exceeds the price of a timer.



ADDRESSES

Coomber Electronic Equipment, Croft Walk, nr Pitchcroft, Worcester WR1 3NZ.

Goodsell Ltd, New England House, New England Street, Brighton, Sussex.

Minim Electronics, Lent Rise Road, Burnham, Slough, SL1 7NY.

THD Manufacturing, THD House, Peacehaven, Sussex.

Tek Marketing, Burrel Road, St Ives, Huntingdon, Cambs PE17 4LE.

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Correction

Two of the illustrations which accompanied Andrew Rothery's review entitled "Maths of a different character" in last week's *TES* were taken from *Macmillan Mathematics* and not, as stated in the caption, from *SMP 11–16*, the School Mathematics Project's new secondary maths course. We apologise for the misleading impression which may have been given of the character of the *SMP 11–16* course.

For teachers who would like to sample *SMP 11–16* for themselves, an inspection pack for level 1 and 2 is available from Tony Davies, Cambridge University Press, Edinburgh Building, Shaftesbury Road, Cambridge.

Demon drink

The Schools Traffic Education Programme in conjuction with the Ministry of Transport set up an exhibition in the Houses of Parliament last week on the problem of alcohol abuse. It was designed to alert MPs and educationists to the existence of some new schools materials that have been created to combat it.

The materials are contained in a pack entitled "Understanding Alcohol", and they are: a 50-page teacher's handbook, a booklet for pupils, and a slide/tape programme called "Come to the Party".

Further details from the Publications Manager, STEP, 2309/11, Coventry Road, Sheldon, Birmingham.

20,000 years, 2,000 species

A major new permanent exhibition of plant and animal life has opened at the Natural History Museum. It includes around 2,000 species, arranged according to habitat. There are specimens, models and photographs.

An introductory display shows how events in the past 20,000 years have determined which plants and animals live in this country.

Further details from the British Museum (Natural History), Cromwell Road, London SW7 5BD.

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MEDIA



'Cosi Fan Tutte' is featured this week

Epic package

Andrew Peggie reviews 'Music in Time'

Music in Time
Channel 4
Sundays, 7.10pm

There must be quite a few music history lecturers who have been saving themselves time by exhorting their students to spend Sunday evenings in front of the television. Not only could they see *Music in Time* on Channel Four, but also the BBC2 series on the development of the orchestra, *and* the enticing *Shock of the New*, which has many relevant points to make about the arts in general.

Music in Time is not even half way through its mammoth 16-part epic: it is tempting to think that history might be being made faster than the programmes can chart it. The first programme actually regressed, "fast-winding" itself through a series of excerpts from Ligeti to Gregorian Chant, and then into primitive and prehistoric manifestations.

The following episodes conveniently package the historical eras familiar to music students: medieval, renaissance, baroque, galant, classical, romantic, national and modern. Sensibly, however, the titles themselves are more descriptive. Look out for "The Revolutionary", "My Country" and "War and Peace" among others.

lavish production

Derek Bailey (producer and director) and script adviser, William Mann (who wrote the inevitable, accompanying book) have charted a sensible course, both in the selection and presentation of material. They have balanced a lavish production with a sober and generally clear commentary.

There is time in each 60-minute programme to develop themes, to present substantial excerpts – and indeed complete performances. However, the sheer enormity of the subject means that narrative occasionally degenerates into cataloguing, especially in the earlier programmes dealing with a disparate collection of pre-classical styles. Future programmes on Mozart, Schubert and Beethoven, could well have more focus.

Thus far, the whole has yet to show signs of becoming more than the sum of its parts, considerable though these parts may be. By the same token, the specially performed music, sensitively filmed in spite of some occasionally embarrassing posturing through attempts to appear casual during madrigal singing, presents the viewer with a curiously negative cumulative effect.

Standards of musicianship, scholarship and production cannot be faulted, yet in a way the unremitting high quality and the sheer volume of authentic settings evokes a jet-setting image which is profoundly out of character with the historical resonance of the periods covered.

A viewer, unfamiliar with the era might not notice the time-warp, but such a lack of historical sense or conception of style in itself presents the series with another problem of a more didactic nature. We are rightly informed of the technical mastery and artistic excellence of many of the music examples, but we are given little or no general context within which to make such aesthetic judgments for ourselves.

Dowland or Tallis

It is conceivable, therefore, that a Dowland lute song or a Tallis motet will leave the uninitiated viewer quite cold, in spite of the quality of performance. The producer seems to be working on the (possibly unrealistic) assumption that most of the audience will be already familiar with the styles presented.

To argue thus is to reckon without the presence of James Galway, however. His brief role as presenter is doubtless attracting many viewers whose lack of acquaintance with the music would otherwise discourage them from tuning in. Fortunately, the serious text is delivered by an anonymous and more convincing voice-over.

Moreover, Mr Galway's eyes, something of an asset when playing the flute, became a distraction as they so obviously follow the autocue in which are supposed to be informal introductions. Perhaps he could have stood a bit further away.

While on the subject of technical flaws, there is little excuse these days for sound and vision so badly out of synchronization that in one clip the keyboard player appears to be playing an entirely different piece.

But whatever its shortcomings, the sheer scale of the enterprise should be applauded, particularly as the producer has so far resisted the temptation to sensationalize. It seems unlikely to be bettered, given similar criteria though in the end, by attempting to be all things to all men, its cumulative impact might be less than the enterprise deserves.

Music in Time is a Polytel Film Co-production, with KCET Los Angeles, ZDF Mainz and RM Productions London/Munich, in association with Polytel Music Productions, Hungarian Television, KRO Television Holland and Swedish Television Channel One. The book, by William Mann, is published by Mitchell Beazley and RM Productions at £9.95. Recordings, videotapes and 16mm colour film are also available.

Not nice ladies

Marion Glastonbury on 'The Changing Experience of Women'

The Changing Experience of Women
Open University
BBC 2. Wednesdays, 5.10 pm. Repeated, Saturdays, 9.45 am. Women Speaking. Women and Sport. Sexual Identity. Public Place and Private Space.
Working for Love. June 15, 6.30 am
An office career. July 13, 9.10 pm.
Raising sons and daughters. August 13, 5.10 pm.
Everyday violence. September 7, 5.10 pm.

"Life for most women is an obstacle race", said Inez McCormack in the first of these programmes, when asked how she reconciled her family's needs with her job as a trade union leader. Formerly employed as a social worker in Ballymurphy, she had discovered that what was officially labelled "personal inadequacy" among her clients was actually poverty: an economic evil that called for political action, since the domestic efforts of individuals were powerless against it. Hence her impatience with all forms of conditioning that confine women to the home, foster guilt, thwart development and obscure social realities.

The other interviewees in *Women Speaking* described the constraints of role-models to which they were unable to conform. When Sheila Hancock became an actress, everybody's ideal was epitomized by Claire Bloom – "a Nice Lady, and I was *never* that!" – while Dorothy Kuya, the ambitious Liverpudlian daughter of a Nigerian seaman, was firmly told on leaving school to settle for something less than a secretarial course.

Similar preconceptions limit women's participation in sport. Only half of the countries represented at the Munich and Montreal Olympics included any women at all in their teams. Yet the recent performance of female athletes in events requiring endurance training – long-distance swimming, cycling and skiing – suggest unsuspected strength and stamina.

Where no evidence can be found for the supposed physical and temperamental incapacity of the weaker sex, new arguments are adduced for disqualifying them. The Football Association bans mixed teams from its pitches, for lack of changing-rooms for girls – in parks where there are no changing-rooms for boys either. Women are barred from playing snooker in working-men's clubs, lest they should "tear the cloth" or injure themselves or put men off their stroke.

Not only bodily activities but bodily sensations and emotional responses are defined and determined by social sanctions. According to the historians and therapists who discussed *Sexual Identity*, the authority of the Church to license or forbid desire has been superseded by the imposition of medical categories: normal or deviant, with "the exceptions" attracting far more professional attention than "the rule". (Was the presenter's copious wardrobe which afforded a change of outfit for each interview designed to illustrate the polymorphous potential of our sexual natures?)

Included in the texts to accompany these broadcasts is the denunciation by the *Sunday Express* of *The Well of Loneliness*, Radclyffe Hall's novel about lesbians, published in 1928: "This pestilence is devastating the younger generation. It is wrecking young lives. It is defiling young souls."

Echoes of this outcry even penetrated the walls of the boarding-school attended by Rosemary Manning. She recalls the mysterious expulsion of two pupils, by a tweedy crop-haired headmistress, whose garb and manner, the traditional accoutrements of a career in education for girls, paradoxically resembled those of Radclyffe Hall.

Half a century later, anything goes – provided it pays. The editor of *Cosmopolitan* can be heard cheerfully reassuring us (and presumably her advertisers) that physical attraction between women need not harm trade: "Why assume that every pretty, fashionable, well-groomed person is heterosexual?"

Such a daring question in a mass-circulation journal might even boost sales: unlike the more grimly challenging themes of forthcoming programmes in this excellent series: the effect of housing and town-planning upon women's lives, and the task of caring for elderly dependents.



Sheila Hancock

Pressures of pop

by Alun Butler

Why don't you get a proper job?
BBC Radio 4, Thursdays, 11.35 am

The quality of career decisions depends on awareness, of self and of occupation, and all too often, choices are made on the basis of inadequate knowledge. The world of pop music, for example, offers a great many conflicting images, as this series *Why don't you get a proper job?* shows.

But though these pop musicians talk about their career decisions, the questions asked and the lessons to be learned are the the same for any occupation. Responsibilities to others (in this case members of the group, parents, managers, technicians and friends), and the importance of working in a team, are emphasised. All jobs require people to relate to others, and pop music is an excellent example of this.

The case study approach is an effective way of communicating information, particularly when that information may shatter the image held by the listener. The definition of work as a purposeful activity is implicit in the programmes: the way in which work affects the musician's social life is made explicit.

Programme interviews are held in studio or on location, and are not always easy to listen to. Nevertheless, they provide a fascinating insight into the life of both aspiring and successful pop musicians. The supporting notes help to identify the aims of the broadcasts, and give hints on using the programmes.

This is an interesting approach to conveying broad ranging information about pressures, responsibilities, relationships, failures and rewards. Process is more important than content in careers guidance, and if this series succeeds in helping some youngsters appraise all jobs more thoroughly, it will have made a signicant contribution.

BRIEFINGS

radio & tv

For schools

See For Yourself *(Monday, 10.00 VHF4)*
"Looks Like Rain" explains to six to eight year olds that although weather patterns are complex, we can make reasonably accurate forecasts.

Watch *(Tuesday, 11.00, Wednesday, 14.01 BBC1)*
A unit about zoos begins by emphasizing their role in preserving endangered species. Six to eight year olds hear about the demise of the dodo, and current threats to elephants and gorillas.

Réalités Françaises *(Tuesday, 11.39, Friday, 10.35 ITV)*
Three programmes in this series for sixth forms start with "La Mal Vie", featuring the views of two immigrant Algerians living in Marseilles. One has a job and the other is unemployed, and both of them miss their families and feel alienated from the French. French teenagers discuss the problems in a follow-up sequence.

My World *(Wednesday, 9.42, Friday, 11.15 ITV)*
Four to six year olds take a walk along the seashore to study life on the beach between the tides.

Finding Out *(Wednesday, 11.05 ITV)*
How can life expectancy be increased by the use of computers? Seven to nine year olds investigate the possibilities of computerized medical interviews, records and the control of artificial limbs.

Sounds of Brass *(Wednesday, 11.40 VHF4)*
A short series introducing 11 to 14 year olds to brass instruments, their history and the use in orchestras, bands and on ceremonial occasions.

Spelling and Punctuation *(Thursday, 9.30 VHF4)*
The last three programmes deal with simple points of punctuation. The difference between spoken and written English is stressed, and lower secondary pupils see the problems that incorrect punctuation can cause.

For teachers

Teachers' Guide to the Annual Programme *(Tuesday, 10.00 VHF4)*.
A preview in which teachers discuss series and publications for the next school year.

Making a Living *(Thursday, 11.39 ITV)*
"The Impact of Industry" is a unit which concentrates on giving 14 to 16 year olds a better understanding of British economy, looking to the future and showing that companies do survive, prosper and employ people.

Advanced Studies: Geography *(Thursday, 14.20 VHF4)*
The series on the EEC has been postponed until after the General Election. "Examinations" is a discussion between Dr John David and Dr Michael Witherick, chaired by Laurie MacMillan, on the sorts of question set in the fields of human and economic geography with advice on how to answer.

In Your Own Time *(Friday, 14.20 VHF4)*
Three leisure programmes about interesting and inexpensive things to do and places to go for 15 to 19 year olds during the summer.

In the News *(Friday, 9.05 VHF4)*.
This Election Special feature for nine to eleven-year-olds will look at the state of the parties and at the latest counts, and will give the results from mock elections held in schools.

Election-night radio from the BBC includes *Election '83*, a "12-hour marathon" hosted by Brian Redhead. He will be talking to politicians, academics and journalists, including Peter Shore and Roy Hattersley, and David Butler of Nuffield College, Oxford.

Classified Advertisements

Index to Appointments vacant, Wanted and other classifications

Classified Advertisement Rates:
Single Column £1.84 per line (min. 3 lines).
Classified Display £10.50 per s.c.c. (min. 9.5 cm x 2 £199.50).
Box number facility £4.00
Copy deadline (space permitting) Monday preceding Friday of publication.
Corrections deadline 10.30am Tuesday preceding Friday of publication.
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Lancashire County Council

An Equal Opportunities employer

The following are required for the dates stated, and the closing date is 18th June, 1983.

Primary Schools

For application form and addresses to whom completed form should be sent, send SAE (foolscap) to Chief Education Officer, PO Box 61, County Hall, Preston PR1 8RJ.

CLITHEROE ST. JAMES' CE (AIDED)
Clitheroe (390 on roll)
1st September 1983 or as soon as possible
HEADTEACHER – JUNIORS AND INFANTS – GROUP 6 – COMMITTED CHRISTIAN PREFERRED

BURNLEY CHRIST THE KING JUNIOR AND INFANT (AIDED)
Burnley (164 on roll)
1st January 1984
HEADTEACHER – GROUP 4 – PRACTISING RC PREFERRED

BURNLEY ROSEGROVE NURSERY
Burnley (Roll: 20 F/T, 30 P/T)
1st September 1983 or as soon as possible thereafter.
HEADTEACHER – GROUP 1

LONDON BOROUGH OF CROYDON EDUCATION COMMITTEE

Invite applications for the following Headships:

SOUTH NORWOOD JUNIOR MIXED AND INFANT SCHOOL
Group 5

WHITEHORSE MANOR JUNIOR SCHOOL
Group 4

Tenable – 1st January, 1984
Salary plus London Area Allowance of £615.
Reasonable removal expenses will be reimbursed (detailed on request). Application forms and further details from the:

Director of Education,
Education Department (TAS),
Taberner House, Park Lane, Croydon CR9 1TP.
Telephone: 01-686 4433, ext. 2609

to whom application forms should be returned by 24 June, 1983.

Nursery Education

Headships

DURHAM

COUNTY COUNCIL
HEADSHIP
Applications are invited for the above post at the following proposed new school (post tenable from 1st September, 1983). Murton Nursery School - Group 2.
Application forms and further details obtainable from the Director of Education, County Hall, Durham DH1 5UJ on receipt of a foolscap stamped addressed envelope, to be returned by Friday, 17th June, 1983. (10835) 100010

Other Appointments

BRENT

LONDON BOROUGH OF BRENT
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Curzon Crescent, NW10 9SD
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Application forms (sae) obtainable from the Head Teacher returnable within ten days. (10260) 100026

Primary School Education

Headships

BERKSHIRE

FIR TREE COUNTY PRIMARY SCHOOL
Fir Tree Lane, Newbury
N.O.R. 210
Required January 1984 HEADTEACHER (Group 4).
Application forms and further details from the Director of Education (ES/8S), Shire Hall, Shinfield Park, Reading RG2 9XE (sae). Closing date 22nd June 1983.
Berkshire County Council is an equal opportunity employer. (10227) 110010

BUCKINGHAMSHIRE

MILTON KEYNES AREA
STOKE GOLDINGTON CE FIRST SCHOOL
Stoke Goldington, Newport Pagnell, Bucks. MK16 8NP
Group 1
Applications are invited for the Headship of this pleasant village school which caters for the 5 to 8 year old age range. This post will be available from September 1983 or January 1984 on the retirement of the present holder of the post.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Application forms and further details are available from J A Ginnever BSc MEd, Education Officer, Wolverton House, Stratford Road, Wolverton Mill, Milton Keynes MK12 5NY on receipt of a foolscap stamped addressed envelope. (10087) 110010

DERBYSHIRE
COUNTY COUNCIL
HEADSHIP

Applications are invited from experienced and suitably qualified teachers for the Headships of these schools.

ROLISTON CE (CONTROLLED PRIMARY SCHOOL
Near Swadlincote
Group 2
Estimated Number on Roll 75/74 - 75

ETWALL PRIMARY SCHOOL
Near Derby
Group 5
Estimated Number on Roll 75/74 - 235.

GREAT ROWSLEY CE (CONTROLLED) PRIMARY SCHOOL
Near Bakewell
Group 2
Estimated Number on Roll 75/74 - 84.

ASTON-ON-TRENT PRIMARY SCHOOL
Group 4
Estimated Number on Roll 75/74 - 141.

Readvertisement (Previous applicants should indicate if they wish their applications to be reconsidered).

Application forms and particulars (s.a.e. please) from the Director of Education, County Offices, Matlock, Derbyshire DE4 3AG.

Closing date: 17 June 1983.

Derbyshire County Council is an equal opportunity employer. (06684) 110010

BERKSHIRE

THE PALMER CE (CONTROLLED) JUNIOR SCHOOL
Norreys Avenue, Wokingham RG11 1PG
N.O.R. 234
Required January 1984 HEADTEACHER (Group 5).
Application forms and further details from The Director of Education (ES/8S), Shire Hall, Shinfield Park, Reading RG2 9XE.
Closing date 28 June.
Berkshire County Council is an equal opportunity employer. (10240) 110010

DEVON

Please see displayed advertisement on page 51. (10641) 110010

HERTFORDSHIRE

KILLIGREW INFANTS' SCHOOL
West Avenue, St Albans AL2 3HD
GROUP 4
Required for January 1984, Headteacher, group 4.
Application forms and further particulars from the Divisional Education Officer, County Council Offices, Civic Centre, St Albans. Please enclose s.a.e. Closing date 24 June 1983. (10036) 110010

EAST SUSSEX

THE PETER GLADWIN C.P. SCHOOL
Drove Road, Portslade BN4 2PA
Required for September 1983 or January 1984, Deputy Headteacher for this Group 3 Primary School. To teach upper juniors, and the ability to take some responsibility for Boys' Games would be an advantage. Please state curriculum strengths.
Relocation grant scheme available in approved cases.
Application forms and further details from the County Education Officer, Education Department, County Hall, St. Anne's Crescent, Lewes, BN7 1SG (s.a.e. please) to be returned to the Headmaster at the school by 17th June, 1983. (04833) 110010

HAMPSHIRE

NORTHGATE MIDDLE SCHOOL
New Road, Portsmouth PO6 7RW
Required January 1984 HEADTEACHER Group 4 (but see further details).
Application forms and further details from Area Education Officer, Civic Offices, Guildhall Square, Portsmouth PO1 2EJ. (S.A.E. please). Closing date 10 June 1983. (12659) 110010

HEADTEACHER

Re-advertisement

Lyminster County Infants' School
Wick Street, Littlehampton

Required September 1983 for this Group 2 Infants' School (5–7 years), 81 on roll. Form and further details from Area Education Officer, 15 Mill Road, Worthing.
Closing date 13th June 1983.
Previous applicants will be considered and need not re-apply.

West Sussex County Council

EXTRA

CHILDREN'S LITERATURE

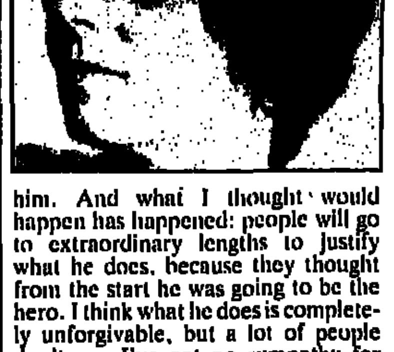
Read Mark, learn

Neil Philip meets a leading author whose latest collection of stories is reviewed this week.

Jan Mark's writing is in two modes; the intimate naturalism of her stories of school and home such as *Thunder and Lightnings* and the intense symbolism of her metaphysical thrillers such as *The Ennead*. The divide is sharp, and intriguing. But there is an overriding theme: the uses of friendship. And whether in the consoling vein of the early or the despairing one of the later books, that theme is tinged with a sense of bitterness, loss, betrayal. That sense is tied up with a very harsh view of the ability of religion to offer either true solace or true hope. Blake's note to his *Four Zoas* could stand as the epigraph to all her work: "The Christian Religion teaches that No Man is Indifferent to you, but that every one is Either your friend or your enemy; he must necessarily be either the one or the other, And that he will be equally profitable both ways if you treat him as he deserves."

During a lengthy and pleasant conversation, I caught Jan Mark on the raw only once, when I questioned her about the bleak portrayal of religion in such novels as *The Ennead* and *Divide and Rule* and stories such as "A Little Misunderstanding" in her sprightly new collection *Feet* (reviewed on page 43). She told me, "I find a great deal that's very detestable, especially in Christianity, and many other religions, but particularly Christianity, which is really the religion I'm using in *Divide and Rule*, the worst aspects of it." I asked if this revulsion stemmed from religion masking the individual's responsibility for his own actions (elsewhere in our conversation she attacked fantasies of good against evil, such as C S Lewis's overtly Christian Narnia sequence, for "the abdication of personal responsibility"). "It's partly that, but it's partly the uses to which people put religion. I mean the temple in *Divide and Rule* is just a vast job-creation scheme. It simply exists to employ the people who work there. Their only interest is in securing their future, and they form a cult quite cynically". In the process the central character Hanno is slowly and deliberately driven insane. It is chilling for the reader of "A Little Misunderstanding" to register in Jan Mark's description of a boy at a fundamentalist meeting the self-same tone used to chart Hanno's fate.

Discussing the loose trilogy *The Ennead*, *Divide and Rule* and *Aquarius*, Jan Mark told me: "The idea of manipulation is what I'm working on in all three books. Not only why we do it, but why do we allow it? How much capital do you think you can make out of allowing yourselves to be used? Some people can, some can't. Some people need to be the used half in a relationship, or feel that in fact in a subliminal way they are the controlling force." These thoughts are made manifest in *Aquarius* by a deliberate transgression of the implicit bond between writer and reader. The central character Viner is set up as the hero, and then the reader is alienated from him. "I was trying something out there: I wanted to see how long the reader's sympathies remained with



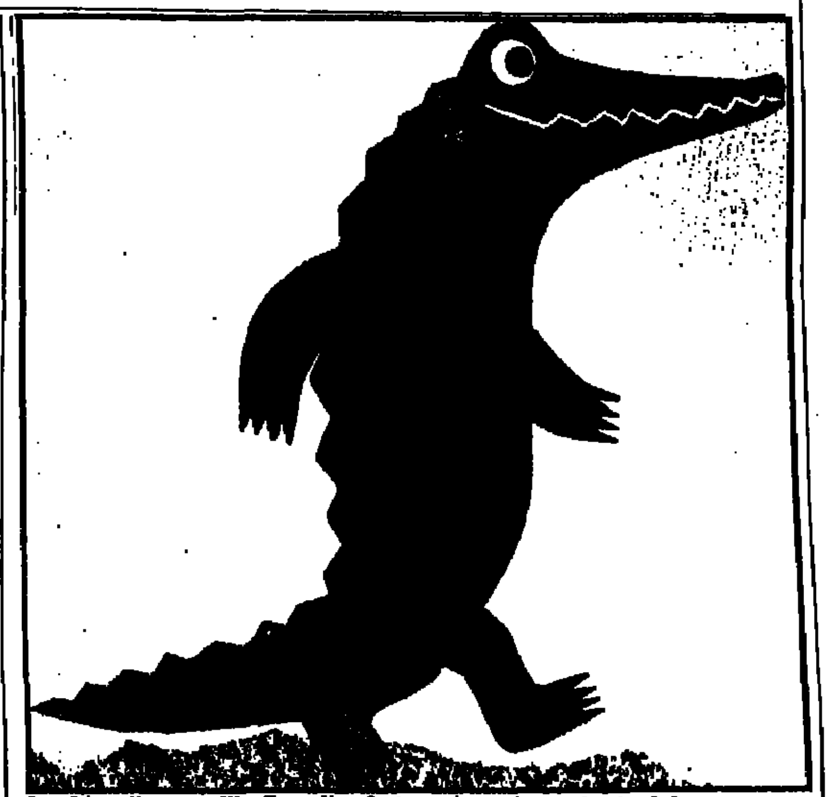
him. And what I thought would happen has happened: people will go to extraordinary lengths to justify what he does, because they thought from the start he was going to be the hero. I think what he does is completely unforgivable, but a lot of people don't . . . I've got no sympathy for him at all."

Some may think that her exploration of such ideas by such techniques has taken the bulk of her writing outside the area in which it is useful to talk of a separate children's literature. Jan Mark herself talked of how enjoyable the "trilogy" was to write, "perhaps because of the feeling that the possibilities are infinite, whereas the ones that deal with children are restricted by children's experience, which is limited – the children in the book rather than the children reading. The brightest child doesn't know much." The novel on which she is presently at work is for adults.

On the other hand, she is also "in and out of schools all the time", on one-off visits as a writer and at the moment on a regular basis as part of her role as Fellow in Children's Literature in the Department of Education at Oxford Polytechnic. This is an experience she is finding "very valuable": "One thing I'd forgotten is what it's like to be working with people. The input is non-stop. I'm almost over-stimulated there's so much going on . . . After eight hours a day alone with a typewriter for eight years it's a bit of a culture shock. But there's a lot coming out of it. It's already had an effect on the writing."

Jan Mark was herself a teacher of Art and English in secondary schools, an experience she has drawn on directly in, for instance, the story "Chutzpah" in *Hairs in the Palm of the Hand*, and indirectly throughout her work. What is so refreshing about her writing both about and for children, and what places it for me above her work for an older audience, is the accuracy with which she reflects the real concerns of childhood; an accuracy born of careful observation. "It's the best place to observe them from, the front of a classroom, or the back of a classroom." Memory of her own childhood also plays its part: the stories in *Nothing to be Afraid Of*, the strongest and most coherent of her collections, recall her own fifties upbringing in Ashford in Kent.

I asked her what she felt now about the use of literature in the classroom. "There's too much emphasis on how to use it, I think. A lot of teachers, and reviewers, people who review for teachers, are too ready to discard a book because there's nothing you can do with it in class except read it . . . Something I thought of doing when I first went to the Poly, and which I'm determined to do now, was to make a list of what we call 'classroom classics': books that seem very popular in the classroom not because they're good, necessarily, but because they're safe. The teacher will try them out and discover it goes down well with third years, particularly the boys, and we all know how difficult they are to please, so they get a set in, and it's passed on to the next teacher who's responsible for that age group, and within a couple of years the whole third year is doing it every year, and doing projects on it, and last year's project work is still hanging from the ceiling . . . They become classics by inertia. There are a number of these: one's *The Goalkeeper's Revenge*, which is understandable because for about 20 years it was about the only collection of short stories for children available. *The Silver Sword*, the Narnia books, and I said laughingly to a lecturer I'm working with, 'I bet *Thunder and Lightnings* is going the same way.' and it is . . . *Thunder and Lightnings* is the book which sends up projects rotten, in fact there is an HMI who reads it around the country as an awful warning to teachers and students, and yet people do project work on it – on the aeroplanes. Well it's not about aeroplanes; as you said, it's about making friends."

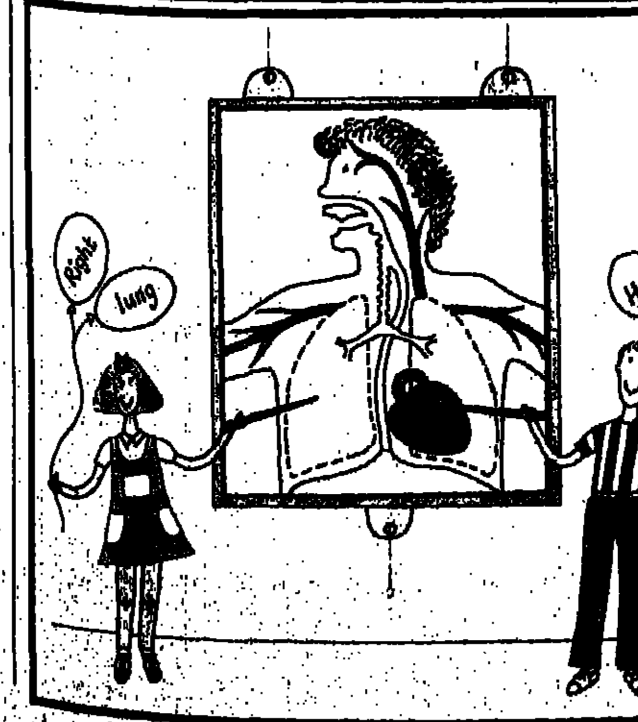


Leo Lionni's crocodile Cornelius features in a picture book of the same name reviewed on page 44

Thunder and Lightnings was her first book, though "I'd never stopped writing from about the age of four onwards." It was written for the Penguin/Guardian competition, which it won. Judge Philippa Pearce called it "a rich book; rich in human feeling; in response to the world around; in aptness of writing." The book established her immediately as a writer with a voice of her own, though the oblique restraint of the style clearly owed something to William Mayne. I quoted to her Margaret Meek's quip in *The Signal Review of Children's Books 1* that perhaps Mayne "is Jan Mark's godfather", and she laughed: "He influenced me in a way to begin with. It was the courage to say exactly what you mean, go to any lengths. It's almost Biblical clarity in Mayne. It's so clear it looks convoluted. He will say exactly what he wants to say, and seeing somebody else do that gave me tremendous confidence to try and do the same thing."

The key moment of Mayne's *Earthfasts* is when Keith recognizes that "the lost places are in this world and belong to the people in it and are all that they have to call home"; it is a similar truth that Jan Mark's highly wrought fiction urges her readers to accept. The truth encapsulated in her belief that while "children spend most of their childhood either being frightened or frightening other children", "There's no need to frighten yourself after a bit."

All Jan Mark's books mentioned above are published by Kestrel.



This is YOUR BODY!

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BODLEY HEAD

Smile, giggle, laugh, guffaw

Gerald Haigh on junior fiction

Educating Marmalade. By Andrew Davies.
Abelard £5.50
Taking Care of Carruthers. By James Marshall.
Bodley Head £3.95
Ronnie and the Haunted Rolls Royce. By John Antrobus
Robson Books £3.50
Fatbag. By Jeremy Strong.
Adam and Charles Black £3.50
Virgil Nosegay and the Hupmobile. By Paul Biegel.
Blackie £5.50
Clever Dick. By John Rowe Townsend.
Oxford University Press. £4.95
The Sky-Blue Dragon. By Geraldine Kaye.
Hodder and Stoughton £2.95.
Ten in a Bed. By Allan Ahlberg.
Granada £3.95.
Warton and the Castaways. By Russel E. Erickson.
Hodder and Stoughton £3.95
The Brontosaurus Birthday Cake. By Robert McCrum.
Hamish Hamilton £4.75

When the children crowd into our school bookshop at lunchtime there always comes the moment when the teacher in charge says, "Look out, they're going to start reading jokes out." There then follows yet more conclusive evidence of the voracious appetite which children have for anything even faintly amusing – bad or tasteless humour is coped with by the utterance of groans which are every bit as gleeful as laughter.

And talking of gleeful tastelessness, we come to *Educating Marmalade*. In this book by Andrew Davies, Our Heroine, Dear Reader, goes to Cringe Hill Comprehensive, to say nothing of the Convent of the Blessed Limit. The "Mamalade" stories are so far over the top as to be leaving vapour trails, which puts them, of course, just about in the mainstream of 10 to 12 year old thinking.

Taking Care of Carruthers is a joyous and eccentric anthropomorphic extravaganza which I especially love for its illustrations (by the author). On one page is a rogue's gallery of Skunk County desperadoes including a small and fluffy day old chick called Jailhouse Johnson and a fearsome bulldog with an eyepatch and a cigar, called (what else?) Louise Hopkins. The main characters are Carruthers, a bear, Eugene, a turtle, and Emily, a pig. Within the first ten pages they have gone on a journey down river and encountered a speedboatload of irresponsible fox-terriers. "They're burying old Buzzard Watkins downriver in Skunk County!' called out the terriers, 'There'll be singing and dancing all day long!' " And a swan called Alice is discovered suffering from seasickness and has to be taken to the station to continue her journey by train. This is quite the funniest children's book I have read for a long time.

Ronnie and the Haunted Rolls Royce has a nicely eccentric vein running through it. There is a good-natured and rather put-upon ghost, and an impecunious Count called Jeffrey de String, who has a large and varied collection of the stuff after which he is named. Like me, you will probably think that there is something not quite right about the drawings of the Rolls-Royce, and will, as I did, eventually realize that the radiator slats of a Rolls of that vintage would be horizontal rather than vertical, and that the "RR" badge has been depicted as circular when it is in fact rectangular. The tyres are too fat as well. So there. This book, by the way, has unnumbered pages – not in the biblical sense, but in the sense that there are no numbers printed on them. This may well serve to conceal the fact that there are so few – 42 by my count, for three and a half quid.

Jeremy Strong's *Fatbag* is a Sci-Fi send up about a school vacuum cleaner which takes off into the night and starts menacing the world. The idea is fairly original, but even at eighty pages it starts to wear a bit thin by the end, mainly because the "Fatbag" itself remains depicted as a relatively straightforwardly malevolent machine with a few quirks of character to keep up the interest.

Virgil Nosegay and the Hupmobile is translated from the Dutch and it would, I suppose be chauvinistic of me to suggest that as the original title is "Virgilius van Tuil en de oom uit Sweden", there may well have been more laughs in leaving the whole book as it was. All too often, translations, however well done, have a slightly lumpy feel about them. In this book the lumps sometimes become leaden nodules. What about this?

"Then all the voices broke out: 'Uncle from Sweden! Our rich uncle from Sweden is coming to stay! He's coming by road. He may bring us presents. He can sleep with me. No, with me. No, with me!'

Once again Ianto raised his hand."

And well he might. On hearing this I too would have wanted to leave the room.

The story is inventive enough – it concerns a quest by a jolly dwarf in search of his Uncle Frederick, but somehow I could never see past the words.

John Rowe Townsend's *Clever Dick* is, as its subtitle says, "The Diary of a Dreadful Child". The confessions, in mock-diary form, demonstrate an honest and generally successful attempt to give the reader an insight into the feelings of a child who is unpopular and badly behaved, and the combination of horrifyingly entertaining incident and study of motive and reaction will strike many a chord in class.

Three Bears than they are with such creatures of the imagination as Kenny Everett and Boy George. Never mind. If this can serve as a means of introducing the original stories, then so much the better.

How about a book which is about small animal characters who live lives of gentle adventure in the country-side and which begins with the sentence "For three days rain had fallen upon the deep forest"? Well, for one thing it becomes inevitable that one reads on the back of the book "The sixth delightful story in the series which has been compared to *The Wind in the Willows*." Surely comparisons like this are never flattering? In this case the writer has a definite and original talent of his own – and in any case the countryside in *Warton and the Castaways* is definitely American and the characters are rural Americans, from menacing raccoon to the two tree-toad ladies Cora and Hester.

The narrative style is easy and eminently readable and the humour is all pervading and comfortable.

The Brontosaurus Bithday Cake is a very well produced book with large and lovely colour illustrations. It is a moral tale about a child's triumph over cynicism and greed. Child meets brontosaurus; brontosaurus ends up in zoo; brontosaurus freed; child resists enormous reward; child and brontosaurus reunited on the beach at sunset. You half expect the boy hero to take off across the moon with the dinosaur in his bike basket. A gentle and unassumning story this, and a very pleasant book to handle and possess.



Great-aunt Olwen, determined not to put up with a "nasty, germy bird" dumps the protesting raven, Mortimer, in a hot bath while his owner Arabel looks on apprehensively. Mortimer's Cross (Cape £5.50), the third book by Joan Aiken about the hilariously disaster-prone raven, with appropriately unrestrained illustrations by Quentin Blake, is published next week.



Do you know this feeling?

Nobody leave the room.
Everyone listen to me.
We had ten pairs of scissors
At half-past two,
And now there's only three.

Seven pairs of scissors
Disappeared from sight.
Not one of you leaves
Till we find them.
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Brown and white

Aqlqa and the Crocus and Other Stories. By Hasina Khan. Illustrated by John Gilbert.
The Almond Press, Sheffield £2.95.
0 907459 22 6

Hasina Khan is the pen-name of an English woman married to an Asian Muslim who has written these nine stories out of a worthy concern for mutual understanding between people belonging to different races and religions. Worthy work can be dull and predictable and often conforms to what is "done".

Khan has created, instead, a warm and credible group of characters, native and Non-British. With their teacher, they discover aspects of each other's life. The native Britons discover that their brown classmates use water instead of toilet paper, and have some strange customs such as shaving a baby's hair, and that not all "Indians" wear feathers and fight cowboys! And the New-British children discover that there are more parallels than they thought between their ways and those of the native British, including similarities between Islam and Christianity – though the author does not fudge the differences. This I take to be a mark of the author's maturity: few books in the multicultural area manage to restrain themselves from expressing smoothness, snobbery or criticism of one religion or another.

There is sufficient variety of length (three to nine pages), of locale (classroom, playground, children's homes), and of lively material, to keep an audience of eight-year olds riveted, though the book is probably better read to them, rather than read by them: there are few illustrations. The paper used in the book is of good quality, so it is a pity that John Gilbert's four full page illustrations don't work as well as the delightful little designs which frame each story.

Prabhu S Guptara

EXTRA

Authentic accents

Mary Hoffman talks to Robert Leeson, author of historical novels and the Grange Hill books

"Every book you write is an historical novel", a friend once told Robert Leeson. That seems an odd judgment on the author of five extremely successful *Grange Hill* novels, set in a contemporary comprehensive. But with his latest book, *Candy for King*, (Collins £6.95) Robert Leeson is consciously trying to tell today's teenagers something about their prehistory. He should know, because he was there when teenagers began. As a reporter in the late fifties, when he went to Waterloo station to cover the arrival of Bill Haley and the Comets, he realized that there had never been so many young people in one place without their parents. That scene, of ten thousand adolescents mobbing an American rock group, is reported in *Candy for King*, a book about the growing up of one remarkable teenager who didn't even know that was what he was.

Robert Leeson has always written for young people – nineteen books in the last ten years – with the attitude that adults are welcome to read his work if they wish. He gently parodies C S Lewis's often-quoted remark that "a children's story which is enjoyed only by children is a bad children's story". Bob's version runs: "a children's book which is enjoyed only by adults is bound to win a prize".

Children's tastes and preferences are something which Robert Leeson not only studies, as a professional aware of his market, but which he respects. "There is an assumption that if the kids like it, it must be rubbish and unhelpful to literacy, while if adults like it (even if the kids don't) it must be helpful to literacy."

As the author of five television tie-ins, Robert Leeson is also understandably sore about the attitudes of critics to such popular reading choices. "People seem to assume that any TV spin-off is synonymous with rubbish or at least emphemeral writing and that it limits the child to a narrow range. But these books vary as much in quality as any conventionally published material and they do get books read by children who were not reading before." He gets tired of explaining that his Grange Hill books are original stories and not just novelizations of Phil Redmond's scripts.

That's a reasonable misconception of course, because most TV tie-ins are just that. When Robert Leeson was approached to write a book to capitalize on the TV series' immense popularity in 1978, he made it clear that he would do it only if he could write his own novels using the existing characters. Rare as this is in the relations between books and the box, it's a literary tradition as old as the hills. Robert Leeson was already experienced in it, having just written a sequel to *Treasure Island*, called *Silver's Revenge*. Though it may seem a long way from Jim Hawkins to Tucker Jenkins, the task for the writer is not so different. Taking characters who are formidably well known to a devoted audience, adding new ones and putting them all through a plot that reproduces the pleasure and excitement of the original, without being an empty repetition of it, was as much Robert Leeson's assignment with *Grange Hill* as with *Treasure Island*.

And of course it was a scoop for him, doing good to the sales of his other titles as well as netting over a million buyers for the Grange Hill books themselves. But it couldn't increase his popularity as a speaker in schools, since he was already doing about seventy visits a year by then. He still does about 45, reading from his books, trying out new work in progress and getting children to make their own experiences into story. "I've always told my stories to someone first," he says, "That's why I'm used to writing episodes with cliffhanger endings. And I couldn't write the Grange Hill stories properly without that regular close contact with schoolkids".



Robert Leeson's first "school" book was *The Third Class Genie*, in which young Alec finds a potent but rather inconvenient slave sealed in a beer can. This one crazy element of fantasy is thrust into Alec's everyday life of school feuds, family problems and local prejudices like a cat among pigeons. It places Robert Leeson as part of that group of children's writers in the seventies who took the seemingly exhausted school story and revived it into surprising vigour. Writers like Bernard Ashley, Farrukh Dhondy, Gene Kemp and Jan Needle, who knew schools from the inside and wrote dialogue in the accents and dialects that their audience recognized.

It is typical of Robert Leeson to be in the vanguard of a movement to revolutionize an existing genre. When he started to produce his first fiction for children, in the early seventies, it was the historical novel that drew him. "I felt that many kinds of children's books, the historical novel, the domestic novel, the school story, had all become varieties of fantasy. I wanted to find the reality and write about the history of ordinary people." That first novel, *Beyond the Dragon Prow*, was about the Vikings, influenced by living for a time in Norway, which is where his wife, Gunvor, comes from. It was followed by a trilogy about the Cimaroon slaves, from the time of Elizabeth I to Cromwell.

In writing fiction for children through the eyes of the people who are left out of history textbooks – such as most of the male and all of the female population, apart from a few Queens and Florence Nightingale – Robert Leeson was following a trail blazed by Geoffrey Trease in the thirties. It's no surprise that he admires Trease's place and significance in twentieth century children's literature. But his personal influences are from further back, in the adventure stories of Conan Doyle and Robert Louis Stevenson. "Stevenson knew that what really makes an adventure story is the moral choices a hero or heroine has to make."

Following this philosophy, Robert Leeson takes the conventional public school or adventure story and stands it on its head. At the school in *Candy for King*, the headmaster tries to inculcate principles of Love, Liberty, Loyalty and Leadership into the boys but the only one who tries to put them into practice is Candy himself. And *his* life as a result is a series of spectacular public disasters and private personal victories. Candy is the kind of moral giant who shows us why saints are usually martyred as well as loved.

Injustice is one of Robert Leeson's themes, handled with complexity, not with the stark allegory of the propagandist. He is well known in the children's book world as one of the wisest and most conversable of the anti-establishment critics. A member of the Communist Party for over 30 years, he has also been literary and children's books editor on the *Morning Star* for more than twenty. He has been a member of the panel of *The Other Award* since it was founded by Rosemary Stones and Andrew Mann in 1975, to commend the kind of books that the traditional children's book award just didn't reach. As a recent fellow-member of this very rigorous panel, I asked Bob where his politics came into his writing for children and the answer was instantaneous: "You can't put politics in fiction. Politics are essentially a compromise. No political organization can reflect your own personal point of view but a book *must* do that. Once you put undigested politics into a book you don't do justice to either. I'd rather say that the root and raw material of politics is also the root and raw material of literature."

Robert Leeson might one day publish a novel for adults – he wrote several in his youth, under a pseudonym – but at the moment he feels he has a lot left to say to young people. "Every story comes with its own audience," he says, and so far that audience has been a young one. And there is every sign that it is still listening hard.

Virtue versa

Summer Switch. By Mary Rodgers.
Hamish Hamilton £5.50.
241 109779

Mr Bultitude, you will remember, had been a widower for three years before that fatal Monday in January recorded in F. H. Ansley's immortal *Vice-Versa*. In *Summer Switch*, however, the changeover occurs in a perfectly intact American family, so giving the harassed father – smartly packed away to a school camp – quite other worries about what his son Bill might be getting up to in the home in his absence. But fortunately Mom is also having a spell away from the family, and the closest Bill gets to that sort of trouble is by way of nearly kissing his ex-primary school teacher. Even so, he almost breaks up the marriage by accepting a glamorous job in California without asking his Mom-wife first, before he and Dad finally revert to their former shapes just in time.

This is not before some lively adventures, well in keeping with the author's previous comedy, *Freaky Friday*. It's not always an adult critic laughs aloud over a children's book setting out to be funny, but I certainly did here, and more than once too. The humour is very New Yorkerish, though – more the smart crack than the slow burn – and while no-one could expect a British publisher to re-set a text for the sake of a few unfamiliar Americanisms, there surely could have been a little glossary at the end explaining "Samsonite", "Hojo", "ankling" or "homeroom teacher", to name just a few. Although it is common to make fun of the possibly apocryphal German edition of P. G. Wodehouse once issued complete with copious foot-notes, lingering over an enjoyable story afterwards, looking up a few terms at the end, can still be a pleasant way of preserving something of the original atmosphere. In the case of *Summer Switch*, it might also have helped divert readers from the one flaw in this entertaining story, where father and son conclude by writing each other letters both ending with the words "I love you." Rather too yucky for British taste, I would guess; more typical still is the elderly Yorkshire father once recorded by J. B. Priestley, who merely called out "Good Afternoon" as the train bearing his only son on a journey that would eventually take him to Australia finally steamed out of the station platform.

Nicholas Tucker

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EXTRA

Cannibalism is taboo

Jessica Yates considers some examples of censorship in books for juniors

Censor: Official with power to suppress whole or parts of books, plays, films, letters, news, etc on grounds of obscenity, seditiousness, etc . . .
(Concise Oxford Dictionary)

By censorship we mean the imposition of controls over what people are permitted to publish or otherwise communicate.
(Censorship '71, Christian Citizenship Department of the Methodist Church)

I am not of course advocating a total lack of censorship. I have no doubt in my own mind that there are certain sorts of reading which are deleterious, and from which a child should be discouraged. Rubbish does not have this quality. It has absolutely no quality. It is neutral.
(Peter Dickinson, A Defence of Rubbish. Children's Literature in Education, no 3, November 1970, *and* Writers, Critics and Children, Heinemann, 1976.)

I have been accustomed to use the term "censorship" for any kind of intervention between the author and his/her audience, and freely admit that as a secondary school librarian I acted as a kind of censor. However, librarians are supposed to identify with the struggle for intellectual freedom, and to oppose censorship in any form. Resolved to avoid the term "censorship", librarians, especially in the field of children's literature, prefer to describe their work as "book selection".

Children's books have always been censored at source. Explicit sex, sadistic violence, gruesome horror, are automatically excluded by the author. There is, however, no law governing what may or may not be published for children. The Obscene Publications Act which applies to adults' books as well, and the Children and Young Persons (Harmful Publications) Act of 1955, directed at "stories told in pictures" ie American horror comics. In his essay *Selection, Censorship and Control*[1], Nicholas Tucker provides an excellent survey of adults' attempts to control children's literature, and some justification for their fears. I have tried to use different examples.

A consensus about suitability – a set of unwritten rules – obtains; and should an author or illustrator break a taboo, public debate then decides whether the book is acceptable. Sometimes the book remains in print, but adults then reserve the right to refuse to buy it for children; in some cases the book's text has been altered to satisfy its critics.

Why do adults worry about the content of children's books? Parents, teachers and librarians worry because, first, they fear children may be upset by something horrific – say a ghost story, or explicit rape – which may in extreme cases affect their emotional development or attitude to sex. Secondly, they fear imitation, that children may copy bad language or racial insults, read or heard, and that, even worse, they might enjoy and adopt the idea that violence could solve their problems. Nicholas Tucker, a critic of children's literature who has also trained as a psychologist, says "one can never be entirely sure how certain unexpectedly stimulating imaginative material may sometimes affect children at an impressionable age." (*The Child and the Book*, p.215) Robert Leeson, author and critic, agrees about the influence of the book: "The writer's freedom to have access to the young mind becomes less of a pure 'freedom' and more of a privilege the more one looks at it. If everyone else concerned with books for children must accept their share of social responsibility, then so must the writer."[2]

We can see by the strict rules governing children's television, and the "nine o'clock rule" for adult programmes and by the uproar over porn and nasty videos, (well-[illegible] that children's viewing regulated by law. The Williams Committee considered only the danger of children's access to pornography – there was no question of regulating children's books by law – but it defined unacceptable material in the context of the cinema, when children under 18 would be forbidden to see a film "if its visual content and the manner in which it deals with violence, cruelty or horror, or sexual, faecal or urinary functions or genital organs is such that in the judgement of the examiners it is appropriate that the films should be shown only under restricted conditions."[3]

So much for the situation as regards visual media. However, the list of taboos cited above does also seem to apply for children's books, though there are other kinds of taboo as well. And creative taboo-breaking has, on occasion, worked. Starting with books for the very young, we know that Maurice Sendak and Raymond Briggs have created best-sellers which stepped over the invisible line. Naked Micky, the ferocious Wild Things, and homely, foul-mouthed Father Christmas and Fungus are beloved by many parents and children. Yet, there have been parental complaints and book-bannings. In *Print and Prejudice*[4] Sara Zimet refers to librarians painting a nappy on naked Micky in Sendak's *In the Night Kitchen*. This happened in America – and another ludicrous case was the banning of Briggs's Father Christmas because he sits on the lavatory and has a "negative attitude towards Christmas".

But do not sneer at prudish Americans too soon, for the furore over *The Dog*, by John Burningham, happened over here. In this charming book for three to six-year-olds, the dog "peed on the flowers" and there is an illustration (not too explicit). *The Bookseller* for October 21, 1978, printed a selection of the letters of complaint, which make highly amusing reading. However, many parents do not use the word "pee" and find the book offensive.

I hear that *The Dog* is still banned from some public libraries. The editor at Cape tells me that she still receives complaints about it from time to time. There has been no effect on sales in relation to the other books in the series, and so perhaps the book's frankness has proved a selling point for some parents who wish their children to be unembarrassed about excretion, and want books which illustrate this, eg Jan Ormerod's award-winning *Sunshine* (Kestrel) and Helen Oxenbury's board book *Working* (Methuen).

We may note that it is customary to abridge adult books which children traditionally enjoy. There are children's versions of *Gulliver's Travels*, for example, omitting the scatological details which some children might well find very amusing. Many versions of Grimms' *Fairy Tales* are available and one test of expurgation is the story "The Juniper Tree", in which the father eats his son in a stew. Children's versions usually either omit this story altogether, or excise a couple of sentences.

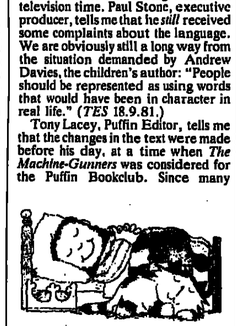
Most versions of the Arthurian legend published for children, including Roger Lancelyn Green's, Barbara Leonie Picard's, and James Riordan's recent version, clean up the love affair between Lancelot and Guinevere, and tell us that Mordred was King Arthur's nephew not his son by his sister. (An authentic version is found in Rosemary Sutcliff's Arthurian trilogy.)

So much for the classics, and now for processes operating to control the text of contemporary books, in cases when the author may still be alive, and able, and maybe willing, to alter the text.

Bad language is still a powerful taboo, and as I described in my CLE article[5], so many complaints were received by Puffin after they published *The Machine-Gunners* in 1977, they produced a revised edition in 1979. Complaints were not just received from parents. Teachers who spent considerable time correcting their pupils' vocabulary were thrown by this award-winning book whose "good" characters said "Frigg off" (itself a euphemism, of course) "sod" and "bugger". In the revised edition "frigg" becomes "faff" as in "Faff off, Audrey Parton, we're busy" (p.20) In the original, Sandy tells Stan "Kids is cunning little sods" and in the revision they are "cunning little beggars". But the revision is not a complete expurgation, and a fair number of oaths still appear; after all, it was war-time, and you would have expected the adults to describe the Germans as "buggers".

For the TV adaptation, shown this spring, all expletives were cut, because it went out during children's television time. Paul Stone, executive producer, tells me that he *still* received some complaints about the language. We are obviously still a long way from the situation demanded by Andrew Davies, the children's author: "People should be represented as using words that would have been in character in real life." (*TES* 18.9.81.)

Tony Lacey, Puffin Editor, tells me that the changes in the text were made before his day, at a time when *The Machine-Gunners* was considered for the Puffin Bookclub. Since many complaints had been received in the two years of the Puffin edition, Kaye Webb asked the author, Robert Westall, to decide for himself if any alterations should be made. It seems that the Puffin edition may become the definitive text now, for the mid-price educational version in M Books uses the revised text. Complaints still come in, however.



Easy lies the head that (usually) wears a crown. Untroubled by anything as serious as the arguments on this page, King Rollo reappears in King Rollo's Playroom. reviewed on page 44.

As old taboos are broken down, new ones arise. *TES* readers must be well aware of how children's books and school textbooks are examined for racism, sexism, classism, etc. If children can be hurt by horror and sadism, and dangerously influenced by the depiction of violence, then we must also concede the claims made by "social critics" such as Rosemary Stones and Gillian Klein.

Are "social critics" censors, and does it matter, since we have already established the fact that children's books are vetted prior to publication? Rosemary Stones says that she acts as a critic, and what others do with the criticism she provides is up to them. She speaks strongly for the retention of classic works such as *Huckleberry Finn* and *Uncle Tom's Cabin* which illustrate attitudes of the time and have their niche in world literature. Other social critics go further, and would gladly have even publishers, not just librarians, withdraw notorious books like *Little Black Sambo* and *The Story of Dr Dolittle*.

Rosemary Stones says that she is not a book-banner, and that most of her critical energies are spent on book promotion, especially with regard to the new kinds of writing from young people outside the traditional areas of the book trade. The Other Award's lists show good quality writing being produced by writers from working-class and ethnic minority backgrounds, and published by community presses, an area of writing virtually ignored by the *Good Book Guide to Children's books* (Penguin). Censorship to her means the pressures on the book trade from government and the recession.

Social critics also point out that traditional children's books have censored, by omission, the roles of women and the working-class, and Third World history and culture, and that they seek to increase choice. Robert Leeson's pamphlet *Children's Books and Class Society* is a good summary of this argument (Writers and Readers, 1977). But with other critics, a discrepancy may appear between on the one hand their pleas for intellectual freedom against "the unwarranted attacks of pressure groups", (Zimet p.101) and on the other hand their irritation that "racist" fiction still remains on the shelves.

If one accepts that children's books need responsible vetting by adults, which usually happens at source, then "racism" and "sexism" are simply further categories of unacceptability. But which books to remove from the shelves, once we have recognised their unsuitability, should be determined by public debate and the professional judgment of the adults concerned, such as teachers and librarians, not by some central committee. Thus the ILEA has rejected the challenge thrown out by Gillian Klein in *Kids, schools and libraries*[6] that "there is still no directive from the advisers against having racist books in school libraries, only recommendations against having them." Education authorities and public library services know very well what the sensationalist press can make of such "blacklists", as witness the recent scare when it was rumoured that Islington Council had ordered the removal of racist books from its libraries. The press officer tells me that the only book concerned was *Little Black Sambo* and it had been withdrawn to reserve stock, and was still available on request.

Although agreeing in principle to apply the guidelines of "social criticism" in my book selection and book reviewing policies, I have two reservations to make. One is, that we are talking only about children's books. Adults, and the children themselves as they mature, should be able to take part in critical discussion about so-called racist books at first hand: might in all conscience decide that I could not have *The Coral Island*, for example, on the open shelves, but I would still have to keep it in my office for older children to read and understand for themselves how people thought of "savages" in the past, and how that book might have moulded its readers' attitudes. My second reservation relates to literary quality. Racism may be discerned in political propaganda, and in history and geography books among other non-fiction categories. But defining racist fiction is far more difficult, though it is easier with genre fiction like *Biggles* and the Edgar Wallace books about Sanders of the River. When genre fiction becomes outdated, libraries discard it anyway. But what is worrying, one hears from the States, is that pressure groups are attacking literary classics which were often progressive for the time when they were written.

Mrs Cecilia Gordon, a former ILEA library adviser and former chairman of the School Library Association, says with regard to children's books that "racist fiction is purely subjective and depends on the environment you live in". She was shocked to hear of criticisms of *The Slave Dancer* by Paula Fox[7], a book which she believed "makes you more sympathetic to black people". However, because she felt there was a danger of younger children misunderstanding the book and taking away a racist message unintended by the author, she agreed that she would not recommend it for primary school libraries.

Mrs Gordon agreed with critics of *Charlie and the Chocolate Factory* that the first edition was racist and she was glad some changes had been made: the Oompa-Loompas started out as black pygmies from Africa, and have since become mini-Tweenies (another stereotype!) from Loompaland.

Another famous author has recently altered her most well-known book. P L Travers has revised a chapter of *Mary Poppins* (first published in 1934) for the *second* time. The chapter, "Bad Tuesday", took the children with their magical nanny to visit four people or families at the four points of the compass: Eskimos, Africans, Chinese and Red Indians. In her first revision, the language of the African mother was altered from a "Deep South" style to formal English[8], but the Chinese Mandarin and Red Indian

continued on following page

still spoke a caricatured form of English, as may still be seen from the Fontana paperback edition.

In the newest version, the children meet a Polar Bear, a Hyacinth Macaw, a sleepy Panda and a Dolphin and her baby. But beware, Animal Liberation groups may now have something to say about the way Mary Poppins treats an unfortunate herring. The Polar Bear gives it to her, alive, to eat. She carries it from place to place, and eventually flings it to the Dolphins who race for it!

My next example shows a taboo (appropriate word) in the making. This is over the image of the cannibal. Complaints have been made, and copies of a book withdrawn from a library service, because campaigners (probably teachers) thought this image racially offensive. *Children's Book Bulletin* no 5 criticized two jokes about cannibals printed in Puffin's *The End*, because the editors felt that it suggested a damaging stereotype of Third World people. There is another reason why anti-racists dislike cannibal jokes – they fear the stereotype might be transferred to the image of black people living in Britain. Far-fetched? Yet irrespective of historical evidence for cannibalism, e.g. in the South Seas, we know that this myth has become attached to minority groups throughout history, eg the early Christians, Jews, witches.

This dangerous mental attitude is illustrated in an excerpt from Joan Tate's *Clipper* (Macmillan Topliner). The heroine left her baby with a babysitter, and returns to find two black men (Pakistani students, actually) in the room:

"For about a ten-thousandth of a second I had seen two evil murky creatures with flashes of white eyeballs poised over Clipper with knives, gouging out his insides and offering them up to some primitive god or other, chanting mystical spells and generally having their revenge on everyone. . ."

Agreed that the heroine is soon disabused of her fantasy, and that the author's intention was antiracist. But the author assumes a shared cultural attitude with the reader. Now it is quite likely that the readers of this book will be black themselves. How do they feel about this episode?

This still leaves open the question of whether the cannibal, with grass skirt and bones through his nose, is still an acceptable fantasy stereotype, along with the witch, the pirate, and the giant. I recently interviewed a librarian, who must remain anonymous, about her decision to withdraw Pat Hutchins' *The House that Sailed Away* (Fontana) after a complaint by teachers. She was firm about her dislike for the book. I sent for a copy, and could not find it offensive. The cannibals are not black, though otherwise they conform to the image. The book is a send-up of various stereotypes, including pirates, and the heroine is a very active grandmother. The publishers have never received a complaint about it, and will stick to their guns!

My next example illustrates two kinds of intervention, the first negative, the second positive. Nigel Gray could not get his book *The Deserter* accepted by a British publisher, because of its controversial references to Northern Ireland. It was accepted by Harper and Row in 1977, and so became available in this country anyway. In 1982 with some editorial improvements, a Fontana edition was finally published.

This book also neatly exemplifies some other worries adults have about children's books. The four children play in a derelict house, befriend a strange adult, and risk their lives for him. As Nicholas Tucker has described, parents do care when children's book characters get into danger. He cites the Arthur Ransome characters, and also *Peter Pan*. J. M. Barrie was obliged to add the element of "fairy dust" after the first production of the play, because so many children tried to fly as a result of seeing it.

I conclude with two interventions which occurred this very year. Both made the national press. We go outside the field of fiction first of all. Recently Mary Whitehouse attempted to invoke the Obscene Publications Act against *The Playbook for Kids about Sex*, a book published by Sheba Feminist Publishers and first published in California in 1980. Mrs Whitehouse applied to the D.P.P. on the grounds that the book was obscene and damaging to children" and "pandered to the paedophile" (*Guardian* February 2.) After consulting a psychiatrist, the D.P.P. decided to take no action.

After deciding for myself that this book is not one I would give my child until adolescence, though it is clearly intended for pre-pubertal children, would I really go as far as supporting a campaign to stop this book's publication? I feel that would be a waste of energy. The best policy for people who dislike this book is surely to keep quiet and stop publicizing it.

Different adults have different flashpoints. We may complain about cuts in *The Machine-Gunners*, but applaud them in *Mary Poppins*. Some parents can't stand the word "pee" – for others, "Sambo" is anathema. My flashpoint came when I read an article in the *TES* last October by the compiler of *The Riddle Book*, the respected author Kevin Crossley-Holland. A paragraph about "topical and sometimes outrageous riddles" mentioned jokes about Lord Mountbatten's death, and the deaths of Argentinian soldiers in the Falklands War. I wrote to Macmillans privately to suggest these riddles were unsuitable: they stuck to their decision to print.

I wrote a letter to ILEA *Contact* supplementing their official book review, in which I suggested that teachers would not wish to use these particular riddles in the classroom. Weeks later I was contacted by a reporter for the *Standard*.

Over the weekend of March 25-27, stories of the shock-horror variety appeared in the press, for example *Fury over sick riddles that mock Mountbatten* (Express). MPs were called on for their opinion. Soon after, the publishers announced that the book would be withdrawn. Inevitably the word "censorship" was used – but in this case, who was the censor? Whose act brought about the book's withdrawal? Mine, the journalist's, or the compiler who insisted upon including the riddles in the first place? This case illustrates the opinion that however free adults should be to read and view what they choose, children are seen to be a special case, *even when* they originated the controversial material themselves.

This article has covered aspects of vetting and control over books for the under-12s, and in a future article I would like to do the same for teenage and young adult literature. I hope to illustrate the article with authenticated cases, and not just of bannings, but more positively of schools and libraries which have chosen to stock controversial authors and have stood by them. I should be glad to hear from *TES* readers with information to supplement the article.

1. In Nicholas Tucker. *The Child and the Book*. C.U.P. 1981. See also the collection of essays edited by Tucker. *Suitable for children?* Sussex University Press, 1976.

2. Robert Leeson. Not in front of the children? *English in Education*, vol 16 no 2, Summer 1982.

3. *Obscenity and Film Censorship, an abridgement of the Williams Report*, CUP 1981.

4. Sara Goodman Zimet. *Print and Prejudice*. Hodder and Stoughton, 1976.

5. Jessica Yates. Censorship in children's paperbacks. Children's literature in education, vol.11, no.4, Winter 1980. Whole number 39.

6. Gillian Klein Kids, schools and libraries. CRE Education Journal, Vol.III no.2 March 1981.

7. Judith Sinton, ed. *Racism and Sexism in children's books*. Writers and Readers, 1979 (includes essays on *Doctor Dolittle, Mary Poppins, Little Black Sambo, The Slave Dancer, Charlie and the Chocolate Factory*).

The second article will be published on September 30.

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EXTRA

Missing persons

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The Snowbird. By Patricia Calvert.
Macmillan £5.95. 0 333 34249 6.

Time was when the absence of parents in fiction gave scope for fresh adventures: a chance for children to pit their wits against adversity and prove their worth in their own way. Now, however, the storms arise *inside*. The vulnerability of the young to separation and bereavement threatens to overwhelm them. In each of these books, a motherless girl is endangered by her own craving for solace or revenge.

Barbara Willard's ironically eponymous heroine, "Rowena Lamont", and her fourteen-year-old confidante, Kate Martin, are the only pupils to stay at the Grange for Christmas, in the care of two senior mistresses and some kindly servants. It is 1923. Kate's parents are doing their imperial duty in India and will return within a year, but the orphaned Rowena claims more exotic antecedents. Moreover, the Byronic aristocrat conjured up in the pages of her imaginative journal seems miraculously embodied in the distinguished baritone who suddenly emerges from Miss Amy's past: "We were all students together and we were for ever falling in and out of love . . ."

Unfortunately, the grandiloquent passions of the *real* Lamberto Conti are quite as far-fetched as the fevered fantasies that delude poor Rowena, so the story wavers uneasily between pathos and spoof. When, after an affecting performance of *La Bohème*, Rowena challenges the singer to confess paternity, we share Kate's sensation of watching two operas in one day. If only local colour and period charm had furnished a modest, credible, home-grown plot to match the tranquil Sussex setting where snow-flecked fields resemble "rough tweed", and bolsters lie in the dormitories "like vast puddings waiting to be boiled."

Zibby Oneal's subtle study of mourning derives its tone as well as its title from an austere poem by Emily Dickinson:

"After great pain, a formal feeling comes. . . .
Remembered, if outlived,
As Freezing persons recollect the Snow.
First – Chill – then Stupor – then the letting go."

Following her mother's death a year ago, Anne remains numb, withdrawn, and severely loyal to her memory of an incomparable domestic ideal, already forgotten, it seems, by her elder brother and recently remarried father. Returning from boarding-school for the winter vacation, Anne finds the garden neglected and the house desecrated by the untidy presence of her well-meaning step-mother. So she tries to salvage the moral and aesthetic values of the old order by means of photographs, possessions, and the reminiscences of friends and neighbours. This act of filial piety unexpectedly reveals the exacting nature of the first Mrs Cameron's role, the price paid for high standards, and Anne's own early rebellion against the discipline of perfectionism and the tyranny of her mother's tastes.

It takes nerve in a novelist to construct a story which depends largely upon the posthumous influence of an invisible character. In this case, the device works: we care about the outcome of retrospective disclosures because only the truth, complex and ambivalent, seems likely to set Anne free.

All these books are full of literary allusions: lyrical cadences, great names, and authoritative thoughts. Sufferers cling to their favourite quotations as to a life-jacket. Anne gets by with the help of Dante, Browning and Joseph Conrad, while Patricia Calvert's 13-year-old Willanna, toiling in Dakota a century ago, is just crazy about Percy Bysshe Shelley, "the Decline and Fall of the Roman Empire", and Keats (whom she misquotes).

The Snowbird refers to the white horse depicted on the cover, who represents Hope, according to the dedication, and whose symbolic pedigree is attested by garbled lists of mythical and historical predecessors, bearing assorted riders from Cinderella to T E Lawrence. The author was assisted by the American Society of Children's Book Writers and believes in giving value for money. So, between the birth and last gallop of the mare are sandwiched all the miscellaneous corn and cuteness, tear-jerks and wise-cracks, ham actors and homespun philosophy that ever came out of a log-cabin: durn it. Murdered parents; still-born babies; a magical Irish aunt; a charismatic farm-hand; a Finnish homesteader who proposes marriage: nothing links the elements of this tale but the hectic pace and frenzied garrulity of the teller. She complains with some justice: "I got no hooks any more on which to hang my life. I got lots of parts and pieces and odds and ends but I got no whole. How will I stick things back together again? Is there a special binder to be used? Does it take a talent I never learned?"

Lordy, Lordy, Willanna, what'n the world gave you that idea?

continued from previous page

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METHUEN CHILDREN'S BOOKS

EXTRA

The orphan factor

Beverly Anderson meets Rosa Guy and assesses her work

The American writer Rosa Guy visited London recently to give some lectures and talk about her latest book for young people, *New Guys Around the Block*. It is the second in a trilogy about Imamu Jones, in her words "a brilliant young cat from the block, who solves mysteries the police can't." As usual with this author's work an exciting story is set in an unflinchingly observed inner city, and deals with adolescent preoccupations – their relations with each other and with their parents. It reveals her respect and concern for the young trapped in urban slums, and conveys to them a robust and optimistic message.

Imamu is back from his temporary middle-class haven in Brooklyn, the setting of *The Disappearance*, in which he first appeared. He has returned to Harlem determined to make a decent home for his mother, now a full-time drunk. His decorating squad includes two new guys on the block – Olivette, a mysterious, assured and intelligent Creole from New Orleans and his more diffident brother, Pierre. Their attempt to clean up Imamu's apartment coincides with a series of local robberies and violent attacks which baffle the police, and with the return from jail of Iggy, an old friend of Imamu's, who has been doing time for murder.

There are a number of vivid and distinctive characters including big-mouthed Fergusson, Gladys the local man-eater who is nearly killed by the mysterious thief, Flame Larouche, self-styled aristocrat and mother of the "new guys", Detective Otis Brown, whose case Imamu solves, and on the edge of the action but very much on Imamu's mind, his girl-friend Gail. She is a member of the family which fostered him in Brooklyn and is trying to persuade Imamu to start studying again so he can join her at university.

Imamu's relationship with Olivette, whose confidence and fastidious insistence on excellence attract him, is delicately contrasted with his feeling for Gail. In *Ruby*, one of Rosa Guy's earlier trilogy about a group of girls in the same setting, the chief character has an intense affair with another girl. Daphne. I asked Ms Guy why she had chosen to write about what could be seen as an unsuitable subject. She said that if it was seen as daring that had to do with some people's hypocrisy.

"The majority of young girls growing up go through some sort of homosexual relationship, or at any rate feelings, sometimes only for a teacher. They sit back and drool over teachers, particularly when their mother is dead, and their father is not understanding. So they reach out and love. People should be able to love one another."

She feels that it is a natural, powerful but transient stage for most growing people and what causes the harm is calling it a sin, which makes any self-respecting young rebel regard it as a challenge, "then you have to do it if you are going to fight against society."

In the case of Olivette and Imamu, this nature of their feelings for each other is never made conscious or explicit by themselves or the author but left intangible and undefined as such feelings must often be in reality. Ms Guy remarked in passing on how difficult it was for some adult males to come to terms with their own feelings of tenderness, to see that "a sensitive person is not necessarily a homosexual". Olivette, though damaged, passes on something valuable to Imamu, which he in turn resolves to teach his mother. At the end of the book he is about to move with her back to Brooklyn, which is the setting of the final Imamu mystery.

I asked Rosa Guy why she wrote trilogies and she said that she became so fond of her characters that she hated to break away from them, so she follows them as far as she can. Certainly to read the books in order is to acquire a much richer appreciation of the various characters as well as to find out the unexpected ways in which their stories develop.

The Friends was the first of the original trilogy, which has been very popular. It has been a set book for CSE English for several years. Like the author, the main character, Phyllisia, comes to Harlem from the West Indies at the age of seven and has to make her way in an alien culture, among classmates some of whom are as snobbish as she is, and all of whom regard West Indians as "monkeys" and mock her accent. She is at first appalled to be befriended by tough and scruffy Edith, whose story continues in the second book *Edith Jackson*. Phyllisia's father Calvin, modelled on Ms Guy's own, is a dominant West Indian patriarch. Though he died when the writer was 15, the struggle to deal with her father, to wrestle with her love for him and the need for independence stayed with her for years, she says. She thinks that this sort of father was more common among West Indian than American blacks, and may be one reason for the former's greater confidence. However, she points out that the most vigorous people in any community tend to be those who have made a move into it. "I was poor there, but I'm not going to be poor here" is the motto and this drive may be one of the reasons why a high percentage of black civil rights activists like Stokely Carmichael and Malcolm X were the children of West Indian fathers.



Despite this powerful father in her background (her mother having died when she was nine) she sees herself as essentially an orphan, looking in and telling the stories of people as she sees them from outside, rather than someone primarily dealing with her own experience. She thinks that one of the main reasons she chose to write at all was because she was an orphan, and that this can stand as a metaphor for her people in the Western Hemisphere, brought over as slaves to help develop the American continent.

"I broadcn the metaphor to show that everyone in the hemisphere is really an expatriate, even the Europeans pouring into the United States were, to a large extent, the orphans of Europe; a whole hemisphere of expatriates working on each other emotionally, socially, economically"

for what she calls "the orphan reason – they felt stronger, grabbed and killed off the Indians and felt 'I did it' and tried to prevent everyone else from having it." This whole question of rootlessness, of "scrounging around for roots" she sees as the distinguishing mark of American culture, as opposed to those of Europe or Africa.

She married and had a son very young and continued to work, as she had done since her father's death, in a garment factory stitching brassières. Through acting she met people who had been to university. She began to read voraciously and then started to write as an outlet for the anger she felt at the circumstances blacks were forced to live in. She helped found the Black Writers Guild and her first novel was for adults, as is one due out in June. For some years now she has been able to make a living from her writing. Her son is married and she lives alone on New York's West Side near Central Park, though she talks of moving, perhaps to a village in New England. She speaks ruefully of the early days when she had to write before her son woke up, get him to school, go to work then dash home to make sure nothing had happened to him after he got home in the afternoon. Don't try to write unless you are prepared to be disciplined and can accept loneliness, she says.

She decided to write for young people as a way of challenging society to do something about the conditions in which many young blacks have to live.

"I write these novels because I am so up in arms about what is happening, that young people can be brought up in such situations and no one really does anything about it. I am saying to the world that there are many inner cities in this world, and the destruction of these people is your future; you are destroying your future."

She talked about how much worse things were now for the young than they had been in the sixties when a lot of Africa gained independence and in the United States there had seemed to be an acceptance that blacks had been unjustly treated and redress must be made. Then, she said, it was at least possible for blacks who were able to stay in high school to get jobs

"not the best jobs but state jobs, and work into a middle-class situation. But with all our victories in the sixties the white backlash has set us back. You go round Harlem and see bombed-out buildings for blocks, blocks. It's as though we had actually been at war and I understand it's that way throughout the country in the inner cities."

Nothing has been done to rebuild the devastated areas. The school system, starved of funds and good teachers, is turning out "functional illiterates" and the drugs which were poured into some cities have, she said, destroyed the inner structure of home life.

This background is unsparingly painted in her novels. There is no attempt to glamorize the characters or setting, but her message to the young is an optimistic one. Many of her main characters come to feel that they can take control of their lives and climb out of the destructive environment in which they are placed. Edith Jackson learns to let the young siblings she has struggled to rear go their individual ways, and to accept that for herself an abortion is the necessary first step to a life of her own. Ruby learns to cope when Daphne makes her now bid for freedom through a "bourgois" college. And Imamu tells Brown, the detective, that he is going to make his mother see that "there is such a thing as perfection."

Rosa Guy wants to reach the young because she sees them as the ones to change the world which our generation has brought to the brink of annihilation.

"If you understand where you are in society and learn to grow, it makes you a very valuable tool for self-preservation, not just for yourself, but for other people and eventually, probably the world. It's coming to that; each must stand up and be counted." And her message is conveyed in powerful, vivid and exciting books.

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Farm fact and fiction

Summer at Sheepfold Farm. By Susan Williams. Gollancz £4.95. 575 03262 6.

Following on from her excellent *Lambing at Sheepfold Farm*, this book by Susan Williams takes the reader into the Summer season of shearing, dipping and marketing. As before, the style is narrative and yet redolent with the reality of life on a busy sheep farm. Susan Williams's description of the work of the itinerant band of expert sheep shearers is particularly well done.

The Summer is seen through the eyes of Polly and Tim, children who live at the farm, observing and participating in all aspects of the work, so that the reader is given a clear, absorbing and decidedly unsentimental picture of what it is like to earn a living by the husbandry of animals.

A taste of adventure is added by involving Polly and Tim in the detection and dramatic arrest of a gang of sheep rustlers. This episode escapes the charge of Enid Blyton-ism – just – by dint of the relevance of the crime, the threat of which is very real in sheep farming country. Even so, I note that Susan Williams cannot resist making her villainous rustler into "a weasel-faced man with a gold ring in his left ear."

The story is profusely and excellently illustrated, with lively and satisfying drawings which are particularly well incorporated into the book's design. It would be suitable for just about the whole of the junior school age range.

Gerald Haigh

EXTRA

Chapter of accidents

Feet and Other Stories. By Jan Mark. Kestrel £4.95.

Jan Mark is formidably talented. She has a deft hand with a storyline and a fine ear for dialogue. She can catch the likeness of a character, either in full-length portrait or rapid sketch. She plays on the English language like the infinitely subtle instrument it is. She can be marvellously funny, too. But her true originality, I think, lies less in these gifts than in her perceptions: she sees people and events freshly, through a highly individual eye.

Feet brings together eight short stories, four of which have been previously published in different collections. They are about young people and presumably "for" young people: adolescents rather than preteenagers. Some of them take an uncomfortably disenchanted view of adults: in "Poor Darling" Adam tries with pathetic desperation to find excuses for his selfish, snobbish mother; and when Isobel in "Posts and Communications" takes a vicious revenge on her continually-absent father, the awful truth is that he's asked for it. Not that the youngsters themselves are idealised, but their misdeeds are of a kind to invite sympathy or mockery rather than disgust. They get off more lightly than their elders, as is only proper.

The title story, in which the handsome, horrid tennis champion of the school is deservedly wrong-footed, and "Enough is Too Much Already", which tells how Maurice was kept from the disco by a chapter of cumulative accidents, are predominantly humorous, although there are wry undertones to each. But the best and most poignant story is "I Was Adored Once Too." Lone, unglamorous Birkett controls the lights at rehearsals of the school production of *Twelfth Night*. In his crow's-nest above the stage, he feels "as remote as God, operating the firmament." Then Juliet, with large, hopeful face and piledriver legs, insinuates herself admiringly into his eyrie and tries to help.

When the part of Sir Andrew Aguecheek is thrust upon Birkett at short notice, Juliet takes over the lighting, makes a botch, and is dismissed with ignominy. The rehearsal goes on. "I was adored once too," says Birkett in the part of the foolish knight. Sad for him; the line, as he has already reflected, is not funny. Sadder still, one thinks a few seconds later, for Juliet.

The other three stories are not, in my view, as good as the ones named; but Jan Mark is always readable, and is witty even when she isn't being funny. She is brilliantly good at catching the tones of voice of today's young, and wickedly good at catching those of teachers.

John Rowe Townsend



One of Helen Oxenbury's well-observed drawings from The Dancing Class in Walker Books' First Picture Books series (£2.95 each). Gently humorous, with minimal text, they are excellent for the very young.

Raw nerves

The Castle Boy. By Catherine Storr. Faber £5.95. 571 13064 X

Catherine Storr's 13-year-old Robert has complex difficulties and she resolves them subtly. Robert's father was a wartime bomber ace, and his son desperately clings to the hero of his father's yarns, and not the bitter, defeated businessman who spins them far too frequently. His sister despises her father, his mother gamely does her best. Thrust into frequent proximity on holiday in a sodden Northumberland, family nerve ends are rubbed raw. Robert's problems don't end there; he's an epileptic.

There are few more perceptive guides around this kind of terrain than Catherine Storr. Just as her Marianne sorted out her "real life" within a fantasy world she conjured up with her pencil in *Marianne Dreams*, so Robert discovers that by means of a pebble he can transport himself to the court yards, stairways and chambers of a twelfth-century castle. (Their Victorian holiday hotel is built on its ruins.) He anticipates playing the hero in his new world, only to find himself scorned as a "speechless idiot". He learns instead that his way forward depends upon a fellow-feeling for the rejected; a hare-lipped nurse in the past and, he infers, a Portuguese chambermaid in the present.

His attempt to save the nurse from the attackers of the burning castle is futile – and he wakes up in a present-day hospital to learn that the hotel has been gutted. His father, having saved Robert from the inferno, has perished trying to rescue the chambermaid. Robert's faith in his father is restored on firmer foundations; and he has recognized that he need not make himself in his father's image for he can trust his own gentler strengths.

Can 160 pages support all this? There is a fair demand upon the reflective reader to make connexions between Robert's two worlds and between his different images of himself. The narrative within the castle world may disappoint young readers eager for an exciting episode, for the author's concern is with Robert's response to events rather than the incidents themselves.

His Dad's death resolves one of Robert's problems without making enough of the price paid, perhaps, and Robert's tears for the Castle he can never see again are not quite explained by the ringing phrases of the final paragraph. I'm not sure I understood why "the Castle was his and he its servant. He would always be the Castle's boy". This is a provocative, intelligent novel; maybe children would decide, as I did, that they'd like to read it again.

Geoff Fox

Keith Barker of Westhill College, Birmingham, is undertaking research on the Carnegie Medal, the award given annually by the Library Association for the year's most outstanding children's book. He would particularly like to hear from teachers who have either used award winners in the classroom or who have strong objections to the winners. Please write or telephone him at Westhill College, Weoley Park Road, Selly Oak, Birmingham B29 6LL (021-472 7245).



For all budding mathematicians Anno's Mysterious Multiplying Jar (Bodley Head £5.95) is full of surprises. The story progresses from one island, which has two countries, each of which has three mountains and so on until the story finishes with 3,628,800 jars. Here is one of five villages which may be found in each of 24 Kingdoms (120 villages). Published later this month.

Up to date ghosts

A Nasty Piece of Work. by Lance Salway. Patrick Hardy £4.50. 7444 0003 1. Spooky. Edited by Pamela Lonsdale. Thames Methuen £4.95. 423 00710 6.

Like everything else, ghosts have their fashions. Just now, it is rarely that a murdered earl materializes in a stately home, intent on revenge upon some base-born upstart. Much more in fashion are ghosts created by introverted (book-reading) children who invent imaginary friends, only to find subsequently that they cannot exorcise their own minds. Such hauntings happen in both these new collections of short stories but we are also reminded that the supernatural can manifest itself in such modern sanctums as a radio studio, a classy delicatessen and even The Dottie Denver Academy of Dancing (Pupils Prepared for All Examinations).

This last story, a splendid little piece of black satire, is one of Lance Salway's varied modern ghost stories in *A Nasty Piece of Work*, his new collection from a new publisher, Patrick Hardy Books (a firm with an already distinctly attractive list). In Dottie Denver's Saturday morning academy, bitchiness abounds as a foully talented poppet belts out "The Sun'll Come Out Tomorrow" and brays her way through "Consider Yourself at Home". Meanwhile her lumpish twin sister, dressed as a liquorice allsort, has to form part of a chorus of dancing sweets while she plots murder.

I suspect this collection will appeal particularly to little *Guardian* readers. You will get a lot more out of the stories if you know what it is like to have a mother preoccupied with a committee for the relief of Oriental famine, a demonstration against battery farming and her O.U. history degree; or if your father tends to criticise your mother's map-reading while you are driving to a friend's French farmhouse. "It's not my fault if they hang their silly little traffic lights over the road where no one can see them." It is however precisely this realism which makes them such good stories. They are recommended holiday reading for all smug 12-year-old rationalists.

Spooky is the book of the Thames Television series of the same name. As is the case with many anthologies or series which have a number of contributors, there is much variety of content and quality. Some of the stories are old favourites such as Leon Garfield's "The Restless Ghost" and some are new. Of these, one or two are really rather slight but there is also the nightmarish "Danny Roberts Show" in which a glib night-time disc jockey gets his come-uppance from 'phone-in callers he finds he can't cut off. There is also a moving story of a boy transported back in time, himself to become a ghost. His passion for war games and magazines helps to save all but one of a previous generation of his school's pupils from a German doodle-bug. Such are the ghosts of modern history.

David Self

Larger than life

But Jasper Came Instead. By Christine Nostlinger. Andersen Press £3.95. 0 86264 042 3

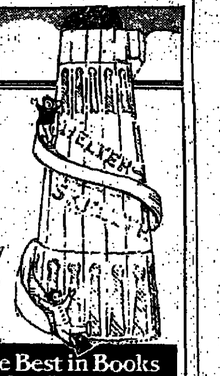
What's missing from *But Jasper Came Instead* is the studio audience's reaction – the spiralling laughter and the dying falls that signify "Oh No! Things can't get worse – can they?" and "What *will* they get up to next . . .?" For this is Situation Comedy writ large, and writ in translation at that. Not that the translation is stilted – Anthea Bell is too skilled a hand for that; but in its relentless hilarity, this Austrian novel is closer to Paul Zindel and Judy Blume than Robert Leeson and Gene Kemp.

It's larger than life fare to be consumed at smarter than life pace, and young readers (or classroom listeners) attuned to the regular rhythms of the gags and crises of TV comedy would almost certainly oblige with laughter and incredulity in the right places. We're in Vienna, with the Family Mittermeier. Herr und Frau M are even more rigidly appalling, and uncomprehending towards their children than most parents in teenage novels: Mother is so determined that son should score better grades in English that she leaps at the chance of entertaining a Brit. exchangee. *TES* parent-teachers may well feel that problematic exchanges are no fit matter for comedy; certainly, Jasper (a last-minute substitute for a brother with a broken leg) surpasses known precedents. On first acquaintance, he is something of a cross between a Man. United warrior on foreign service and a Trappist monk.

So the horrendous adventures begin. Beneath it all, however, as the veteran teenlit reader will have foreseen, Jasper is lonely, unloved and self-conscious. All of the Mittermeiers learn from his visitation; about themselves and about each other. An adult reader might find the plot rather predictable, but the novel rarely threatens to take itself over seriously and young readers will probably be caught up in the whirling fun.

Geoff Fox

SUMMER READING



Helter-Skelter
An anthology compiled by Pamela Oldfield
A delightful illustrated anthology of stories and poems old and new. Contributors include James Reeves, Charles Causley, Ted Hughes and many other well known names, and there's a short biographical section about each author to acquaint children new to poetry with different writers and different kinds of fiction. £5.50 6-8

Adrift
Allan Baillie
KATHLEEN FIDLER AWARD WINNER
An exciting and sensitive story by an outstanding new talent. Two children are swept out to sea on a crate and come face to face not only with physical danger, but with the complexities of relationships in an adult world. £4.95 8-12

Blackie & Abelard The Best in Books for Children

EXTRA

Feather, fur and fantasy

Naomi Lewis on picture books

Odd – is it not? – how so many picture books use the animal formula to tell their tale, point their moral, this or they, and how natural too it seems at nursery level. Only a few of the books below are about actual creatures – actual humans either. But under the mouse or crocodile mask, humans are there all the time. Edward Lear used tables, chairs and spoons for his characters; Andersen found all tragedy in *things*, a needle, an eggshell. To the very young child there is no hard line between the real, the unreal, the surreal; the aeroplane and the broomstick, the spacecraft and the cow jumping over the moon. The animal is just a kind of human after all, one simpler and more accessible, just as the human is but a kind of animal This closeness is soon lost, especially when children meet other human being young at school. At this point the barbarian tends to take over. I start with some of the youngest books, where, as it happens, the best relation of those three parts, the pictures, words and theme, is often to be found.

I find it in **Across the Stream** by Mirra Ginsburg and Nancy Tafuri (Julia MacRae £4.95) both visually and verbally, a really satisfying book for up-to-fives. The story poses its problem and solves it, very nicely, by its event. *A hen and three chicks/ had a bad dream./ They ran and they came/ to a deep wide stream./ The hen said, "Cluck,/ we are in luck,/ I see three ducklings/ and a duck."/ The duck was kind./ She didn't mind* – And so the stream is safely crossed; duck carries hen, each duckling carries a chick. You must turn the page to complete each rhyme in the handsome printed text. Every creature is near to life-size in the uncluttered pictures (fine pen line, clear light colours). Their expressions are a treat. Even the "bad dream", the young fox who causes the trauma, is seen affectionately – as much as will fit on the page.

High praise too for **The Small Turtle** by Lynley Dodd (Spindlewood £3.50) with its direct theme and excellent pictures (assured line, clear relevant colours – blue sky, white sand, brown shadow). The last of the little turtles to hatch has to find his own way to the sea. It's quite a journey through the hot sand, over stones and tree roots, with beetle, lizard and spider on the route. He begins to crawl in circles. But see him reach at last the reviving sea, and joyfully swim.

Unlike many books here **The Shaggy Little Dog** by Desanka Maksimovic and Josef Wilkon (Abelard North-South £4.95) quite brilliantly shows how very few colours are needed to make an outstanding picture book. Sometimes a single detail leaps from a white ground: a bee, the head of a gander, the little brown dog himself. The full page crayon pictures – mainly black, brown, white on rough-surfaced paper – have the thrill of fairy tale: an old woman in the forest, a child asleep in bed. The story is simple enough, yet it haunts when the book is closed. The little dog turns up; he plays and romps, shares joys and griefs then goes. But where?

Cornelius, in Leo Lionni's **Cornelius** (Andersen £4.50) is a crocodile, but only just for the tale, as you will see. When all the eggs hatch out by the river, one little croc walks upright – that's Cornelius. He sees *beyond* the bushes. "What's so good about that?" they grumble. He goes off, learns to stand on his head, and other views of the world, and returns with his findings. "So what?" they say. But when he looks back they are trying out the new attitudes. *Someone* has to be first. This fable about tradition and custom (remember Galileo?) is happily, told in the large collage pictures – Lionni in high form.

Garth Williams is most often connected here, I fancy, with his superb line illustrations to the Laura Ingalls Wilder stories. *The Chicken Book* (Patrick Hardy £4.95), one of his few picture books in colour, to his own text, (and long an American favourite) is published now for the first time in this country. With its simple rhyming text and life-size clear pictures it is a real nursery book, and a pleasure to look at. The five chicks aren't practical; this one dreams of finding a worm, that one a leaf, the next longs for a grain of corn. The wanted thing is on the page – any two or three-year-old can point it out – but dreamer chick doesn't look. Briskly, Mother Hen starts their education. It might be observed to readers that scarcely a chick today sees daylight, grass, or can even move its wings

I recommend also Geoffrey Patterson's **A Pig's Tale** (Deutsch £4.95). This is about a mother pig who escapes from the market pen, flees through the village and countryside with everyone in pursuit, crosses a stream, and finds refuge in a kindly farm which lets her live in peace. The strong colourful printlike pictures (plenty of bold black line) give a rich sense of rural summer in a busy farming district. A happy, entertaining tale; it is, of course, not quite the same in life.

Not animals now, but nursery kings and queens. Yet, zany as they may seem, the King Rollo books have more in them than you would think. **King Rollo's Playroom** by David McKee (Andersen £3.95) – the larger format is new (now four square pictures to a page) – contains four fine new picture stories. They are, as before, at once witty and childlike: something for glancing adults as well as for two to five year olds. Rollo is of course not so much a king being a child as a child playing at kings – therefore, even, the moral hint now and then. Cook, Magician and Cat make characteristic (loony, yet slightly admonitory) appearances. Don't wait to enter the glorious Rollo world if you're four or less.

If you are five to seven or eight, don't miss **We Are Best Friends** by Aliki (Bodley Head £4.95) one of the few books here directly about young humans. Its theme, best friendship, is one of abiding interest, and is treated here with an understanding wit. "You can't move away," says Robert. "We are best friends. What will you do without me? . . . Who will you fight with? Nobody fights like best friends . . . You can't move away. You will miss me far too much." Note the subtlety. What does he *really* mean? But Peter goes. He has to. A letter comes for Robert. A letter goes from Robert. Each one misses the other. Meanwhile there is that new boy at school, the one with glasses and freckles, who knows about frogs. You can have a *second*-best friend. The pictures are apt and entertaining; we can see the actual letters for ourselves.

Especially for witch-fanciers under eight is **With Cat's Eyes** by Joanna Stubbs (Deutsch £4.95). Miranda has professional parents – a romantic, trendy-looking couple. Her dad is a magician. Her mum, with pink flowing hair, is "a very busy witch". But their little daughter doesn't inherit their gifts. And in their latest home, a careaking dark old gothic house, she fears the unseen *things* about at night. Her parents are always much too busy to listen. But a grateful mother-cat, whose kitten she has found, gives her night-time cat-vision, and the *things*, now clearly seen, become friends. We see them too. Don't question the tale; that's how it is. Briskly told, it gives artist Stubbs the excuse for a riot of colour, especially of flame and pink and dark, against which Miranda, with her white nightie, shock of orange hair, pale anxious face and startled eyes, stands out.

Lucky, the puppy whose story is reviewed here

Abracadabra by Margarete Kubalka and Hans Poppel (Hutchinson £4.95) should also please under-eights with its touch of practical magic. Max is well-fed, well-loved, with more toys than he can count. But he is frightened: of dogs, of boys in the street, of the postman, of Mr Smith next door. They all seem huge and menacing. Then his loving grandmother tells him a rune to drive out fear – really a quite short spell. It works! It might even work for readers given the same conditions, same needs. (If you don't see why, it won't.) The pictures are a curious mixture of charm, (the garden scenes, the colours, the sense of sun and summer) and the reverse. A streak of grotesquerie runs throughout; and Max himself fat, pink and untidy, is seen as he sees himself. Plenty to think about in this odd, not unkindly book.

Fears are made to vanish too in **Dunkel Takes a Walk** by Charles E Martin (Julia MacRae £4.95), Dunkel is a little dog, a dachshund. "Dunkel lived close to a cool and shady forest, but no one ever went into it. 'It's a very dangerous place,' everybody said." On night he ventures inside. He encounters in turn a lion, an elephant, a wolf, leaves them absorbed in ridiculous counting games, and at last is seen home by a mouse. Then in a dream he has a picnic feast, and all the animals come – lion, elephant, wolf, and mice. Fears are dispersed. The pictures are a delight.

Archie's Acrobats by Chris Winn (Gollancz £4.95) must be one of the most arresting picture books of the season, from the stunning jacket inwards to the end. Archie has a team of 15 acrobats who specialize in the Human Pyramid, adapted to all occasions. Thus, they appear as stockbrokers at the Businessman's Ball, as antique Egyptians for the Ancient Historians' dinner (a super picture, this), as a Giant Teapot, a Seahorse Nibbling Weeds, a Brontosaurus, and finally as an Ice Cream Comet, pointed end on the ground. It's the unmeant collapse of this that wins the desired contract. The opportunities for design on the page may be imagined; they are also there to be seen.

Lucky, the Story of a Puppy by Nigel McMullen (Heinemann £4.95) is the classic tale of a puppy bought by a nasty child (and parent), neglected, stormed at and cast out into the snow, then found by a nice child (and parents) and given a loving home. The somewhat stylized pictures are bold and uncomplex as advertisements – a more sensitive artist could have done wonders with this book – but the message is clear and right. For all dog-lovers under eight

Colin McNaughton's **Crazy Bear** (Heinemann £4.95) is for the school age reader – *not* for the imaginative very young. This ugly, big, outrageous book has four colourful cartoon stories, about a bear of sorts who is in turn Cowboy-crazy, Snow-crazy (that has a funny episode when he fishes through a hole in the snow and his line goes down a manhole), Pirate-crazy and Rock-and-Roll-crazy. The lingo matches: Arghh! Uurgh! Erk! Yahoo! (little does he know what he's saying here.) The bear disguise is a sham; no bear ever behaved like this but plenty of young boys do. And they, for sure, will enjoy this book no end.

THE SENSES
Nigel Snell
A bright new series of four activity-based books, colourfully illustrated throughout with clear, humorous drawings, and written in a simple, lively style.
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Hard times

Dan Alone. By John Rowe Townsend.
Kestrel £5.95. 7226 5812 5.

It is 1922: we are back in the world of Mr Townsend's earliest novels, *Gumble's Yard* and *Goodbye to Gumble's Yard*. This is the seediest end of a northern city, and the streets are named after flowers: there are grim Orchids, squalid Camellias and Mimosas. Further up the hill are the Chrysanthemums, statchy, and Marigolds, prim. Dan, aged 12, lives in one of the Daisies, Daisy Mount, with his said, pretty Mum, who'd had to marry Jack Lunn because Dan was on the way, though Jack wasn't the father. But Jack has gone, and is replaced by Alec, who's not really to be made respectable by being called Uncle. In the Marigolds lives Grandpa, who's stiffly pious: he's obviously just about, rashly, to marry Hilda, a widow not half as nice as he thinks. It is loud-voiced Hilda whom Dan overhears, saying: "So he really thinks Jack Lunn is his father!" Many of the disasters in *Dan Alone* spring from that, including Dan's involvement with a family, related not by blood but by criminal intent, ruled over by a jovial, untrustworthy Pop and Mam . . .

The need to set out the story in some such form, as a crowded synopsis, follows, I think, from its nature: it is a scenario compounded of familiar elements. Behind it lie all those Victorian stories about waifs. The odd thing is that Mr Townsend has been able to give the old tale a vigorous buffing, so that it has a shine. This is partly because of the conviction with which he writes, so that the story seems to be told for the first time. And it is partly for the opposite reason: because Dan's own imagination is acted upon by Victorian literature, picked up and read at Grandpa's. He has also a running daydream about a happy family, and drives the story towards the conversion of the dream into reality. "Things could come right. You could have a happy ending," he reflects on the last page – sounding as much like author as character.

Young readers will not be aware of the echoes and the way they are managed, but the curious obstinate effect of Dan's management of his unpromising life owes much to them. As it does, too, to the ironic contrasts between one idea of what constitutes a family, and another.

If there is a weakness, it appears here and there in the dialogue: it is hard to believe that Dan and his fellow-waif Olive would use words like "desirable" and "alcove".

Edward Blishen

STORY 'A'
"Spanish Gold" is our first and THE first multi-choice story book for the BBC 32k microcomputer. It uses full-colour graphics and sound, and suits children ages 7-11+. £6.95, (£7.95 after June 20th). Full details of this AND MORE (sae please) from: (Dept. T.E.S. 3)
chalksoft Ltd. Lowmoor Cottage, Tonedale, Wellington, Somerset TA21 0AL.

PRIMARY HEADSHIPS continued

HERTFORDSHIRE

KILLIGREW JM SCHOOL
West Avenue, St Albans AL2 3HD
GROUP 5
Required for January 1984, HEADTEACHER, group 5. (Re-advertisement).
Application forms and further particulars from Divisional Education Officer, County Council Offices, Civic Centre, St Albans. Please enclose s.a.e. Closing date 24 June 1983. (10035) 110010

HERTFORDSHIRE

Applications are invited from suitably qualified and experienced teachers for the following Headships from January 1984.
COATES WAY JMI SCHOOL
Coates Way, Garston, Watford
Group 4.
GREENFIELDS JMI SCHOOL
Ellesborough Close, South Oxhey, Watford
Group 4.
LITTLE FURZE JMI SCHOOL
Gosforth Lane, South Oxhey, Watford
Group 3.
Application form and further details from the Divisional Education Officer (PLEASE ENCLOSE S.A.E.) Little Cassiobury, 31 Hempstead Road, Watford WD1 3EY to be returned BY 24TH JUNE 1983. (10078) 110010

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
MAIDSTONE DIVISION
SHEPWAY COUNTY INFANT SCHOOL
Oxford Road, Shepway, Maidstone, Kent ME15 8DF
Group: 3. Roll: 193
AppDDAPPOINTMENT OF HEADTEACHER
This appointment is to take effect from 1st January, 1984.

SOUTH BOROUGH COUNTY PRIMARY SCHOOL
Loose Road, Maidstone, Kent ME15 8DF
Group: 7. Roll: 461
APPOINTMENT OF HEAD TREADDDTEACHER
This appointment is to take effect from 1st September, 1983 or as soon as possible thereafter.
Application forms and further particulars from the Divisional Education Officer, Astley House, Hastings Road, Maidstone, Kent ME15 7SQ to whom they should be returned by 24th June, 1983 (s.a.e. please).

THANET DIVISION
NORTHDOWN COUNTY PRIMARY SCHOOL
Tenterden Way, Millmead Road, Margate, Kent
Group: 6 Roll: 420
Appointment of Head Teacher
Applications are invited for the post of Head Teacher of the Northdown County Primary School, Margate. The appointment is to take effect from the beginning of the Spring Term 1984.
Application forms and further particulars are available from the Divisional Education Officer, Dane Mount, The Vale, Broadstairs, Kent CT10 2BZ, to whom they should be returned by 24th June 1983. (12779) 110010

LEICESTERSHIRE

OAKHAM R.C. (AIDED) PRIMARY SCHOOL
HEADSHIP GROUP 2
Required August or January. Applications are invited from suitably experienced teachers for the headship of this School. Must be practising Catholic.
Further details available on request (s.a.e.).
Apply by letter (no forms) with full details and names and addresses of two referees to the Director of Education, County Hall, Glenfield, Leicester LE3 8RF by 20th June. (12749) 110010

LIVERPOOL

KING DAVID PRIMARY SCHOOL (JMI)
Beauclair Drive, Liverpool L15 6XH
HEAD TEACHER Group 6
£12,264 - £13,497
Owing to the retirement of the Headmaster after 22 years, the Governors invite applications for the headship of this Voluntary Aided Jewish School, to commence 1st September 1983.
Application forms and further information are obtainable from (SAE) the Headmaster, Mr. J. Weiner. To be returned to the Chairman of the Governors: Dr. Myer Goldman, 36 Druids Cross Gardens, Liverpool L18 3ED, by 17th June 1983. Reference: P. & M. 288(a).
The City Council is an Equal Opportunity Employer and welcomes applications irrespective of race, sex, marital status or disability. (10061) 110010

LIVERPOOL

HEAD TEACHER
Group 6
£13,264 - £13,497
KING DAVID PRIMARY SCHOOL (JMI)
Beauclair Drive, Liverpool L15 6XH
Owing to the retirement of the Headmaster after 22 years the Governors invite applications for the Headship of this Voluntary Aided Jewish School, to commence 1st September 1983. Number on Roll: 420 (330 Jewish).
Application forms and further information are obtainable from (SAE) the Headmaster, Mr. J. Weiner. To be returned to the Chairman of Governors: Dr. Myer Goldman, 36 Druids Cross Gardens, Liverpool L18 3ED, by 17th June 1983. Reference: P. & M. 288 (a).
The City Council is an Equal Opportunity Employer and welcomes applications irrespective of race, sex, marital status or disability. (06748) 110010

NORTHAMPTONSHIRE

BLACKTHORN LOWER SCHOOL
Waingrove, Blackthorn, Northampton NN3 4QP
APPOINTMENT OF HEAD TEACHER - GROUP 6
Required for January 1984 or earlier if possible, experienced teacher as HEAD of this large lower school situated on the Eastern development area of Northampton. Estimated number on roll in September - 400. Closing date - 17th June.
Details and forms (s.a.e.) from the County Education Officer (Ref. MH), Northampton House, Northampton NN1 2HX. (12602) 110010

NORTHAMPTONSHIRE

WOODNEWTON WAY JUNIOR SCHOOL
Willowbrook Road, Corby, Northants NN17 2TX
APPOINTMENT OF HEAD TEACHER - GROUP 6
Required for January 1984 or earlier if possible, suitably qualified and experienced teacher for the HEADSHIP of this well-established junior school. Estimated number on roll in September - 336. A wide variety of local Authority housing is available. Closing date - 17th June.
Details and forms (s.a.e.) from the County Education Officer (Ref. MH), Northampton House, Northampton NN1 2HX. (12603) 110010

SOMERSET

WOOKEY COUNTY PRIMARY
Near Wells
HEAD
GROUP 2
See Somerset composite. (06667) 110010

NORTHAMPTONSHIRE

POLEBROOK C E PRIMARY SCHOOL
Polebrook, Peterborough PE8 5LN
APPOINTMENT OF HEAD TEACHER - GROUP 2
Required for September 1983, an able and enthusiastic teacher of the Headship of this well established rural primary school catering for children in the 5 - 9 age range. (Expected roll 65).
Closing date - June 17th.
Details and forms (s.a.e.) from the County Education Officer (Ref. MH), Northampton House, Northampton NN1 2HX. (01162) 110010

WARWICKSHIRE

RE-ADVERTISEMENT
APPOINTMENT OF HEAD
LEICESTER ROAD COMBINED SCHOOL
Hurst Road, Bedworth, Nuneaton CV12 8AD
Applications are invited from suitably qualified and experienced teachers for the post of Head of this Group 5 school (290 on roll) with effect from 1st January 1984.
Application form and further details may be obtained from the County Education Officer, 22 Northgate Street, Warwick CV34 4SR, (ref. PS/JT), to whom completed forms should be returned by 17th June 1983.
Previous applications will remain under consideration unless specifically requested otherwise. (01179) 110010

WILTSHIRE

DERRY HILL PRIMARY SCHOOL
Group 3 N.O.R. 127
HEAD TEACHER
(READVERTISEMENT)
Required from January, 1984 for this C.E. Aided School which is housed in modern buildings in the village of Derry Hill midway between Chippenham and Calne.
Applicants must be committed Christians.
Application form and further details (s.a.e. please) from the Chief Education Officer, County Hall, Trowbridge BA14 8JB, to whom completed forms should be returned by 1st July, 1983.
All previous applicants will be reconsidered and need not reapply. (10632) 110010

WILTSHIRE

BULFORD C.E. CONTROLLED PRIMARY SCHOOL
Group 4 N.O.R. 137
HEAD TEACHER
Required from January, 1984. The School is housed in modern premises in Bulford Village and has a mixed intake of children from civilian and Service families.
Application form and further details (S.A.E. please) from the Chief Education Officer, County Hall, Trowbridge BA14 8JB, to whom completed forms should be returned by 14th June, 1983. (10630) 110010

Deputy Headships Second Masters/ Mistresses

AVON COUNTY

OUR LADY OF LOURDES RC. VA. JM & I SCHOOL
Hanham Road, Kingswood, Bristol BS15 2PX
Required from September 1983, or as soon as possible thereafter, Deputy Head (Group 4). Applications are invited from enthusiastic, experienced teachers willing to become involved in the total life and catholic ethos of the school. The teacher appointed will also have responsibility for Boys' Games. This will involve after school work which should be seen as an important aspect of school life.
The successful candidate will be expected to be fully involved in the pastoral care of the pupils and in the whole life of the school and community.
Applicants must be practising Catholics. Visits welcomed.
NOTE: RE-ADVERTISEMENT - Previous applicants will be considered automatically unless they notify the Headmistress to the contrary.
Letters of application to the Headteacher immediately giving full details of qualifications, experience and names of two referees, enclosing sae.
Avon is an equal opportunities employer. (10517) 110012

BARKING AND DAGENHAM

LONDON BOROUGH OF BARKING AND DAGENHAM
EASTBURY INFANTS' SCHOOL
Dawson Avenue, Barking, Essex
(Roll 116)
Required for September 1983, or as soon as possible: DEPUTY HEADTEACHER with special interest in Mathematics.
Salary: Deputy Head Scale (Group 3) - £6,168 - £8,838 per annum plus £939 p.a. London Addition.
Reimbursement of removal expenses in approved cases.
Application forms available from the Chief Education Officer (s.a.e.) Town Hall, Barking, Essex, returnable by 16th June 1983. (06595) 110012

BERKSHIRE

PIGGOTT CE (CONTROLLED) JUNIOR SCHOOL
School Hill, Wargrave, Reading RG10 8DY
N.O.R. 172
Required January 1984 DEPUTY HEADTEACHER (Group 4). The successful candidate will need to offer wide experience particularly in the major curriculum area.
Application forms and further details from Director of EeDducation D, Shire Hall, Shinfield Park, Reading RG2 9XE (ESJLW/P). Closing date 21 June 1983.
Berkshire County Council is an equal opportunity employer. (10237) 110012

CAMBRIDGESHIRE

THE PECKOVER J.M. & I. SCHOOL
Leverington Road, Wisbech, Cambs. PE13 1PJ
Tel: Wisbech 584741
Head Teacher: Miss. B.B. Dunmore
GROUP 4
REQUIRED FOR JANUARY 1984 OR SOONER IF POSSIBLE:-
DEPUTY HEAD TEACHER with Junior experience. The successful candidate will be expected to participate fully in the development of the curriculum and be conversant with recent educational developments.
Further details and an application form available from the Head Teacher at the above address (s.a.e. first class). Closing date for receipt of applications 17th June. (12613) 110012

DONCASTER

WOODLANDS EAST RC J & I SCHOOL
Doncaster Lane, Woodlands, Doncaster DN6 7QN
DEPUTY HEAD GROUP 3
Applications are invited for appointment from 1st January 1984 for the above post of this voluntary aided Roman Catholic Junior and Infant School.
The successful candidate should be a practising and committed Catholic. An interest in Boys Games would be an advantage.
Application forms are available from the Director of Education Princegate, Doncaster DN1 3EP (SAE please) to whom they should be returned by 17th June 1983. (10243) 110012

HERTFORDSHIRE

ST. PAUL'S WALDEN C.P. SCHOOL
Whitwell, Hitchin, Herts.
Required for January 1984, or earlier if possible, a DEPUTY HEADTEACHER (Group 3).
Applications are invited from experienced teachers with knowledge of infant methods and approaches. An ability to teach Music an advantage.
Applications by letter, giving the names of two referees to the Headteacher at the School. (10080) 110012

HUMBERSIDE

EDUCATION DEPARTMENT
East Riding Division
ANLABY COUNTY INFANT SCHOOL
First Lane, Anlaby, Hull HU10 6UE
DEPUTY HEAD - GROUP 4
Required for January, 1984, or earlier if possible, a well-qualified infant teacher for Deputy Head. A knowledge of 'Breakthrough to Literacy'/ Musical ability advantageous.
Application forms and further details are available from the Head of the School (S.A.E. please) to whom completed forms should be returned by 13th June, 1983. (12609) 110012

NORTHAMPTONSHIRE

WHITE HILLS LOWER SCHOOL
Acre Lane, Northampton
DEPUTY HEADTEACHER - GROUP 6
380 on roll - 4 - 8 years
Required for September 1983 or January 1984, for this large modern school, an enthusiastic and experienced teacher able to make a positive contribution to staff leadership and curriculum development within the school. Closing date - June 17th.
Application forms and further details (s.a.e.) from the County Education Officer (Ref. MH) Northampton House, Northampton NN1 2HX. (12601) 110012

Scale 2 Posts and above

BARNET

LONDON BOROUGH
CHRIST CHURCH C.E. J.M.I. SCHOOL
Byng Road, Barnet EN5 4NS
Roll 125
REQUIRED JANUARY 1984 OR EARLIER IF POSSIBLE:- Infant Teacher - Scale 2. Please specify areas of curriculum interest. Committed Christians preferred.
In approved cases assistance may be given towards the payment of removal expenses and separation allowances.
Application forms (s.a.e.) obtainable from the Director of Educational Services, Town Hall, Friern Barnet, N11 3DL to be returned to the Head Teacher by 17th June, 1983. (12710) 110020

CAMBRIDGESHIRE

ST. PHILIP'S C.E. (A) PRIMARY SCHOOL
Cambridge
Required for September a teacher to be responsible for Science and Environmental Studies throughout the school (Scale 2) Junior class. The Governors wish to appoint a Christian sympathetic to the aims of this Church of England School.
Application forms and details from Senior Area Education Officer, Gloucester Street, Cambridge CB3 0AP (s.a.e. please) returnable by 13th June. (12747) 110020

CAMBRIDGESHIRE

FULBRIDGE JUNIOR SCHOOL
Keeton Road, Peterborough PE1 3JQ
Tel: Peterborough 43989
Head Teacher: Mr. G.S.A. Smith
GROUP 6
REQUIRED FOR JANUARY 1984 OR SOONER IF POSSIBLE:-
Applications are invited from suitably qualified and experienced teachers for a Scale 2 post with responsibility for a 2nd or 3rd year class. An interest in curriculum development and boys games would be an advantage.
Possible housing assistance.
Application by letter enclosing curriculum vitae and the names and addresses of two referees to the Head Teacher at the above address by 14th June. (12614) 110020

DEVON

Please see displayed advertisement on page 31. (10664) 110020

DORSET

PARLEY FIRST SCHOOL.
Glenmoor Road, Ferndown
Required September 1983, or January 1984 First School trained teacher to teach across the 5 to 9 age range and be responsible for Mathematics, Scale 2. The successful candidate will be required to teach reception class children in the first instance.
Application forms and further details from the Headmaster on receipt of s.a.e. (10511) 110020

EAST SUSSEX

SACRED HEART (AIDED) R.C. SCHOOL
Old London Road, Hastings TN35 5NA
Number on roll 229
Required September 1983 if possible (or January 1984) an experienced junior teacher, Scale 2, able to offer music. Practising Roman Catholic preferred.
Relocation grants available in approved cases.
Application forms (s.a.e. please) from the County Education Officer, Education Department, County Hall, St. Anne's Crescent, Lewes BN7 1SG, returnable to the Headmaster by the 17th June 1983. (12621) 110020

HAMPSHIRE

ST. ANNES'S R.C. PRIMARY SCHOOL
Pinkerton Road, Basingstoke RG22 6RE
N.O.R. 231
Required January, 1984 or earlier
Scale 2 teacher with responsibility for creative/expressive aspects of the curriculum.
Written applications to Headteacher. (12641) 110020

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
MAIDSTONE DIVISION
ST. FRANCIS R.C. PRIMARY SCHOOL
Week Street, Maidstone
Required September 1983 teacher for reception class. Must be practicing Catholic, music an advantage. Scale II post may be available for suitable candidate.
Application forms from and returnable to Canon J. Morris, Grove House, 126 Week Street, Maidstone, Kent. (S.A.E.). (12780) 110020

LEICESTERSHIRE

NEWRY JUNIOR SCHOOL
The Newry, Stoneby Avenue, Leicester
ROLL: 224
SCALE 2 + S.P.S.
Required August, primary trained teacher, preferably to take responsibility for Athletics and Boy's Games and be involved in Camping and Outdoor Pursuits. Otherwise, please state strengths.
Further details from the Head (SAE). Apply immediately (no forms) with full particulars and names and addresses of two referees (SAE). (06745) 110020

MERTON

LONDON BOROUGH OF MERTON
EDUCATON COMMITTEE
POPLAR PRIMARY SCHOOL
Poplar Road South, Merton Park SW19 3JZ
Headteacher: Miss D.L. May
Tel: 01-542 6089
Age range: 5 - 9 years
No. on roll: 274
Required for September 1983 a qualified and experienced teacher to take responsibility for music throughout the school. Scale 2 post is available for suitable applicant.
London Allowance £939.
Legal expenses and assistance towards removal expenses will be considered in approved cases.
Application forms and further particulars of the post are available from the Headteacher at the above address. Please enclose a stamped addressed envelope.
Closing date: As soon as possible. (10504) 110020

SURREY COUNTY COUNCIL
*FRINGE AREA LONDON ALLOWANCE £246 pa THROUGHOUT THE COUNTRY.
*Temporary housing may be available.
*Generous relocation expenses in approved cases.
*Complete "Surrey Teaching Vacancy List" available on request (sae please).
HEADSHIPS
SHERE CHURCH OF ENGLAND FIRST SCHOOL:
HEADTEACHER required September 1983 or as soon as possible thereafter for this Group 1 Voluntary Controlled First School for pupils aged 5–8 years.
NOR (January 1983) 40.
Salary scale £9,108–£10,137 pa.
Application forms and further details available from County Education Officer (TP/PEB), County Hall, Kingston-upon-Thames, Surrey KT1 2DJ. Completed application forms to be returned not later than 17th June, 1983.

Education
HEADSHIPS
ST. THOMAS MORE V.A. (R.C.) UPPER SCHOOL,
TYNE CRESCENT, BEDFORD, MK41 7UL.
From January 1984.
GROUP 10
Owing to the sudden death of the Headmaster, Mr A. J. Doyle, applications are invited from practising Roman Catholics, who are suitably qualified and experienced teachers, for the Headship of this Group 10 Voluntary Aided Roman Catholic Upper School.
Estimated number on roll September 1983: 710 aged 13–18+
Closing date 17th June, 1983.
ALL SAINTS V.A. LOWER SCHOOL,
CHURCH STREET, CLIFTON, SHEFFORD, BEDS.
GROUP 3
Applications are invited from suitably qualified and experienced teachers for the Headship of this Group 3 Voluntary Aided Lower School. Applications will be particularly welcomed from teachers who are regular communicant members of the Church of England.
Estimated number on roll January 1984: 110 aged 5–9 years.
Closing date 10th June, 1983.
LIVINGSTONE LOWER SCHOOL,
CLAPHAM ROAD, BEDFORD.
GROUP 3
Applications are invited from suitably qualified and experienced teachers for the Headship of this Group 3 Lower School. The School is designated as a school of social priority and has a high proportion of ethnic minority pupils.
Estimated number on roll January 1984; 83 aged 5–9 years.
Closing date 10th June, 1983.
Application forms and further details for the above posts are available from the Chief Education Officer, County Hall, Cauldwell Street, Bedford.
Bedfordshire

PRIMARY DEPUTY HEADSHIPS

MERTON
LONDON BOROUGH OF MERTON EDUCATION COMMITTEE ST. TERESA'S R.C. PRIMARY SCHOOL
Montacute Road, Morden, Surrey SM4 6RL
Headteacher: Str. Mary E. Walsh
Tel: 01-648 1846
Age Range: 5 - 9 years
No. on Roll: 162 Full time, 30 part Time
Required for September 1983 a Scale 2 teacher for a first year Junior Class. Candidates to hold responsibility for Maths and Science throughout the school.
A practising Catholic is essential.
London Allowance £939. Legal expenses and assistance towards removal expenses will be considered in approved cases.
Application forms and further particulars of the post are available from the Headteacher at the above address. Please enclose a stamped addressed envelope.
CLOSING DATE: 10th June 1983. (10690) 110020

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
VINEYARD JUNIOR SCHOOL
The Vineyard, Richmond, Surrey TW10 6AN
RE-ADVERTISEMENT
SCALE 2
Required for January 1984 or earlier if possible, teacher to be responsible for Mathematics and Audio-Visual Aids. Applicants should be enthusiastic and experienced and prepared to take a full part in curriculum development. Previous applicants will be reconsidered.
Forms (foolscap s.a.e.) from Director of Education, Regal House, London Road, Twickenham TW1 3QB, returnable to the Headmaster at the school by 15th June. (12715) 110020

WILTSHIRE
WINTERSLOW C.E. AIDED PRIMARY SCHOOL
Middle Winterslow, Salisbury
GROUP 4 N.O.R 180
READVERTISEMENT
Teacher required for September 1983 or January 1984 to teach upper juniors with special responsibility for Science and Maths throughout the School. Some knowledge of and interest in the use of microcomputers in the primary school also [illegible] of the Church of England.
Written letters of application to be sent to the Head Teacher stating age, giving particulars of education, training and experience, and also the names and addresses of two referees (SAE please) by the 15th June, 1983. Previous applicants will be reconsidered and need not reapply. (10629) 110020

WILTSHIRE
LETHBRIDGE INFANTS' SCHOOL
Lethbridge Road, Swindon SN1 4BY
Head Mrs. E.H. Own B.Sc.
Expected NOR January 1984, 150
Required September, or as soon as possible thereafter, experienced teacher, Scale 2 for science/maths. Applicants should have an interest in micro-computers.
Letter of application including names and addresses of two referees to the Head immediately please. (12793) 110020

Scale 1 Posts

AVON COUNTY
GROVE COUNTY JUNIOR SCHOOL
Whitecoak Way, Nailsea, Bristol BS19 2ND
Required from September 1983, a teacher for a second year class. The first requirement is for an organised class teacher able to work as part of a closely working year group. Scale 1.
Other skills needed include the ability to take boys' games, including rugby and to organise practices and school teams.
Letters of application to the Headteacher immediately giving full details of qualifications, experience and names of two referees, enclosing sae.
Avon is an equal opportunities employer. (10616) 110022

BUCKINGHAMSHIRE
MILTON KEYNES AREA COUNTY FIRST SCHOOL
Newlyn Place, Milton Keynes
Required for September 1983 an experienced, enthusiastic, lively and flexible teacher for a vertically grouped class in this new and developing purpose built school scale 1.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Apply by letter to the Headteacher, Mrs C. Mostyn-Scott, giving full curriculum vitae and the names and addresses of two referees. (06794) 110022

ENFIELD
LONDON BOROUGH OF ENFIELD ST. EDMUND'S R.C. SCHOOL
Hertford Rd., Edmonton, London N9
Roll 286
Required for September, Scale 1 teacher for JUNIOR DEPARTMENT. Ability to play the piano, would be an advantage. Applicants should be practising Catholics.
London Allowance, £615.
Application forms (foolscap SAE) obtainable from the Director of Education, P.O. Box 56, Civic Centre, Silver Street, Enfield EN1 3XQ. Completed forms to be returned to the Head teacher at the School by 17th June, 1983. (12709) 110022

ESSEX
HOLY CROSS R.C. PRIMARY SCHOOL (Roll 262)
Daiglen Drive, South Ockendon RM15 5RP
Tel: South Ockendon 853000
TEACHER FOR INFANT CLASS (RECEPTION). SCALE 1
Required for September 1983. Music an advantage. Closing date: June 19th, 1983.
Apply by letter to the Headteacher with curriculum vitae and two referees.
Application forms and further details from Headteacher (foolscap s.a.e. please). (10506) 110022

HARINGEY
Progress with Humanity
ST. MICHAEL'S C OF E. J.M. & I SCHOOL
North Road, London N6 4DG
Tel: 340 - 7441
Required for September 1983 a Scale 1 Teacher for First Year Junior class of well motivated children. Practising member of the Church preferred. The school is situated in most pleasant surroundings.
London Allowance £939) payable. Removal expenses - 100% allowed in approved cases. Application forms (s.a.e.) from Chief Education Officer, Education Offices, 48-62 Station Road, Wood Green, London N22 4TY and returned to Headmaster, by 17th June, 1983.
Candidates who wish to visit the school may phone for an appointment. (12711) 110022

KENT
COUNTY COUNCIL EDUCATION DEPARTMENT CANTERBURY DIVISION RECULVER C.E. PRIMARY SCHOOL
Herne Bay
Qualified Teacher required for September, 1983 for temporary one year post for Lower Juniors (Scale 1). Interest in Science an advantage.
Application forms from the Headteacher at the school [illegible]

KNOWSLEY
METROPOLITAN BOROUGH OF KNOWSLEY
HALEWOOD PLANTATION COUNTY PRIMARY SCHOOL
Hollies Road, Halewood, Merseyside L26 0TH
(200 boys and girls (52-Nursery) S.P.A. payable).
For September 1983: SCALE 1. Nursery Teacher.
For application form send s.a.e. to Borough Education Officer, Education Offices, Huyton Hey Road, Merseyside L36 5YH to whom completed forms should be returned by Friday, 17 June 1983. (12763) 110022

LEICESTERSHIRE
MELLOR PRIMARY SCHOOL
Clarke Street, Leicester
ROLL 490
SCALE 1
Enthusiastic teacher with ideas and imagination for this multi-cultural school.
Further details from the Head (SAE).
Apply immediately (no forms) with full particulars and names addresses of two referees (SAE). (12753) 110022

LONDON
INNER LONDON EDUCATION AUTHORITY DEVONS (JM I) SCHOOL
Knapp Road, Bow, London E3 4BU
Tel: 01-987 4564
Roll: 132
Headmaster: G. MUSSARD.
Required asap 0.5 teacher able to work in classes and groups: mainly language work including E2L.
Details and forms from the school.

SIR WILLIAM BURROUGH (JM & I + NC) SCHOOL
Salmon Lane, London E14 7PQ
Tel: 01-987 2147
Bengali speaking Scale 1 teacher required able to work in the whole primary age range, for mother tongue teaching and general class work with all children. Familiarity with sylheti essential. Visits essential.
Details and forms from the school.
ILEA is an equal opportunities employer. (10406) 110022

MERTON
LONDON BOROUGH OF MERTON EDUCATION COMMITTEE S.S. PETER AND PAUL R.C. PRIMARY SCHOOL
Cricket Green, Mitcham, Surrey.
Headteacher: Miss V.M. Bopley
Tel: 01-648 1459
Age Range: 5 - 9 years
No. on Roll: 315
Required for September 1983 a Scale 1 Assistant Teacher with experience of the Infant/Nursery children within the context of a First School and committed to teaching children of this age. Applicants should be practising Catholics.
London Allowance £939. Legal expenses and assistance towards removal expenses will be considered in approved cases.
Application form and further particulars of the post are available from the Headteacher at the above address. Please enclose a stamped addressed envelope.
CLOSING DATE: As soon as possible. (10697) 110022

MERTON
LONDON BOROUGH OF MERTON EDUCATION COMMITTEE ST. JOHN FISHER R.C. PRIMARY SCHOOL
Grand Drive SW20 9NA
Headteacher: Mr. P.A. Rodgers
Tel: 01-540 2687
Age Range: 4 - 9 years
No. on Roll: 304
Required for September 1983 a Scale 1 teacher for one of the two reception classes. A practising Roman Catholic is essential.
London Allowance £939. Legal expenses and assistance towards removal expenses will be considered in approved cases.
Application forms and further particulars of the post are available from the Headteacher at the above address. Please enclose a stamped addressed envelope.
CLOSING DATE: As soon as possible. (10699) 110022

MERTON
LONDON BOROUGH OF MERTON EDUCATION COMMITTEE PELHAM PRIMARY SCHOOL
Southey Road, SW19 1NU
Tel: 01-542 2005
Headteacher: Miss E.M. Smith
Age Range: 5 - 9 years
No. on Roll: 144
Required for September 1983 a Scale One temporary teacher to cover the absence of a permanent member of staff on maternity leave. Scale 2 for music available for a suitable candidate.
London Allowance £939. Legal expenses and assistance towards removal expenses will be considered in approved cases.
Application forms and further particulars of the post are available from the Headteacher at the above address. Please enclose a stamped addressed envelope.
CLOSING DATE: As soon [illegible]

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
QUEEN'S C.E. (Aided) JUNIOR SCHOOL
Cumberland Road, Kew, Surrey TW9 3HJ
Required for September 1983, an experienced and lively teacher for 8 sessions per week - 5 mornings and 3 afternoons. The successful applicant will be responsible for a class of upper juniors and will be expected to make a full contribution to the life of the school. The appointment is for one year in the first instance. Preference may be given to persons of Christian commitment who would support the ethos of a church school.
Forms (foolscap s.a.e.) from Director of Education, Regal House, London Road, Twickenham TW1 3QB, returnable to the Headmaster at the school by 14th June. (12713) 110022

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
VINYARD INFANT SCHOOL
Friars Stile Road, Richmond, Surrey
Required for September 1983 unestablished teacher for one year for the reception class, part-time for the Autumn Term becoming full-time for the Spring and Summer Terms. Applicants are welcome to visit the school (Tel: 01-948 0195).
Forms (9" x 4" s.a.e.) from Director of Education, Regal House, London Road, Twickenham TW1 3QB, returnable to the Headmistress at the school by 14th June. (12714) 110022

SHROPSHIRE
EDUCATION COMMITTEE BURWARTON C.E. (AIDED) PRIMARY SCHOOL
Bridgnorth WV16 6QG
Required for September, 1983, temporary 1 year, SCALE 1 TEACHER for Infant Class. Applications from committed Christians, please include names of referees, including one from a local Priest/Minister.
Applications to Mrs. J. Haddock, Correspondent of Governors, The Old School, Loughton House, Bridgnorth. (10187) 110022

SUFFOLK
SOMERLEYTON COUNTY PRIMARY SCHOOL
Somerleyton, Lowestoft.
(56 on Roll, 5 - 10 age group)
Required for September 1983 Assistant Teacher, Scale 1 for top infants and lower juniors.
Forms and further details available from Headteacher at the school concerned (s.a.e. please) to whom they should be returned by 24th June, 1983.

CARLTON COLVILLE COUNTY FIRST SCHOOL
Carlton Colville, Lowestoft
(186 on Roll, 5 - 9 year olds)
Scale 1 Teacher with experience of reception aned children, required for this 5-9 first school. Music an advantage but not essential. Appointment for September 1983 or January 1984.
Forms and further details available from Headteacher at the school concerned (s.a.e. please) to whom they should be returned as soon as possible. (06765) 110022

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
Required for September.
Qualified and experienced teachers including those with Nursery training to teach in Primary Schools. Appointments will be made on one term temporary contracts initially. Scale 1 plus London Weighting.
Application forms available from Chief Education Officer, Municipal Offices, High Road, London E10 (send s.a.e.). Ref: P/209. (06592) 110022

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
CHAPEL END INFANTS' SCHOOL
Brookscroft Road, London E17
Head Teacher: Miss H. Aslett
REQUIRED FOR SEPTEMBER.
Enthusiastic, Infant trained teacher required for a middle infant class. An ability to use AVA Equipment an advantage. This is a temporary appointment to cover a Maternity Leave.
SCALE 1 plus Outer London Allowance.
Application form and further details available on receipt of an s.a.e from the Head Teacher.
Closing date 17th June. Ref. No: P11/907. (06595) 110022

WILTSHIRE
KEEVIL C. E. PRIMARY SCHOOL
Main Road, Keevil, Trowbridge BA14 6LU
GROUP 2 N.O.R. 69
Teacher Scale 1 is required from 1st September, 1983. To teach Lower Juniors. Ability to teach Music is essential. Interest in girls' craft/games would be an advantage.
Written letter of application to be sent to the Head Teacher stating age, giving particulars of education, training and experience and also the names and addresses of two referees by 14th June, 1983. (10624) 110022

WILTSHIRE
FOVANT C.E. CONTROLLED PRIMARY SCHOOL
Tisbury Road, Fovant, Salisbury
Group 1 N.O.R. September 1983 32
Enthusiastic infant teacher required from September 1983. (From September 1983 the school will become a First School).
Written letters of application to be sent to the Head Teacher stating age, giving particulars of education, training and experience and also the names and addresses of two referees by 14th June, (S.A.E. please). (10625) 110022

WILTSHIRE
AVEBURY C.E. CONTROLLED PRIMARY SCHOOL
High Street, Avebury, Marlborough SN8 1RF
GROUP 2 N.O.R. 53
Required for September 1983, a Teacher for Infants, preferably someone who can offer Music.
Written letters of application to be sent to the Head Teacher, stating age, giving particulars of education, training and experience and also the names and addresses of two referees by 14th June (SAE please). (10626) 110022

WILTSHIRE
SHALBOURNE C.E. CONTROLLED PRIMARY SCHOOL
Marlborough SN8 3QH
GROUP 2 N.O.R. 68
Required for September 1983, a Teacher for Lower Juniors, 7-9. Ability to offer girls' games.
Written letters of application to be sent to the Head Teacher, stating age, giving particulars of education, training and experience and also the names and addresses of two referees by 14th June (SAE please). (10627) 110022

WILTSHIRE
ST. PETER'S CONTROLLED JUNIOR SCHOOL
The Parade, Marlborough SN8 1LQ
GROUP 6 N.O.R. 275
Required for September 1983, a Teacher for middle juniors. Ability to offer Art and Craft/R.E. preferably someone who is a pianist.
Written letters of application to be sent to the Head Teacher, stating age, giving particulars of education, training and experience and also the names and addresses of two referees by 14th June (SAE please). (10628) 110022

WILTSHIRE
SEEND C.E. AIDED SCHOOL
School Road, Seend, Melksham SN12 6NJ
GROUP 2 N.O.R. 77
Teacher Scale 1 required from 1st September, 1983 to teach vertically grouped infants.
Application form and further details (S.A.E. please) from and returnable to Headteacher by 17th June, 1983. (00817) 110022

WILTSHIRE
TROWBRIDGE STUDLEY GREEN COUNTY PRIMARY SCHOOL
Westfield Road
GROUP 6
N.O.R. 319
Teacher Scale I required from 1st September, 1983 for top juniors.
Written letter of application to be sent to be Headteacher, stating age, giving particulars of education training and experience and also the names and addresses of two referees, (S.A.E. please). Closing date 10th June, 1983. (00816) 110022

Middle School Education

Headships

NORTHUMBERLAND
GLENDALE COUNTY MIDDLE
Brewery Lane, Wooler NE71 6QF
Group 4, 9 - 13
Comprehensive - 210 pupils
HEADTEACHER required from Jan 1984. Applicants should have completed not less than 8 yrs service as qualified teachers at date on which they submit application. Removal expenses/lodging allowance may be payable.
Application form (foolscap s.a.e) returnable 17th June, 1983, from Director of Education, County Hall, Morpeth NE61 2EF. (12611) 120010

Remedial Posts

Scale 2 Posts and above

EAST SUSSEX
WHITEHAWK MIDDLE SCHOOL
Whitehawk Road, Brighton BN2 5FL
Required for September, 1983, Teacher (Scale 3) to teach special classes and assume responsibility for the Remedial Services in this 8 - 12 year E.P.A. Middle School (N.O.R. = 380).
Relocation grant scheme available in approved cases.
Proposals are under consideration for the reorganisation of schools in the Brighton and Hove area from 1985, with transfer to secondary education at 11+, rather than the present 12+.
Application forms and further details from the County Education Officer, Education Department, County Hall, St. Anne's Crescent, Lewes BN7 1SG, (s.a.e. please) to be returned to the Headteacher at the school BY 15th JUNE, 1983. (12690) 121020

Scale 1 Posts

SUFFOLK
ALL SAINTS C.E.V.C. MIDDLE SCHOOL
Christopher Lane, Sudbury (Mixed comprehensive 9 - 13: 405 on roll)
Required for September 1983 a Special Class teacher (Scale 1 plus Special Class Allowance) with ability to teach another subject - please specify.
Forms and further details available from Headteacher at the school (s.a.e. please) to whom they should be returned. (06758) 121022

By Subject Classification

Arts and Design

Scale 1 Posts

OXFORDSHIRE
COUNTY COUNCIL HEADINGTON MIDDLE SCHOOL
Margaret Road, Headington, Oxford
Required from September 1983 for one year due to secondment, a temporary teacher of craft/design and general subjects. Please state other subjects.
Telephone Oxford 62504 for further particulars.
Apply by letter to the Headteacher with full details, SAE please. (12777) 121222

Home Economics

Scale 1 Posts

STAFFORDSHIRE
EDUCATION COMMITTEE HOLMCROFT MIDDLE SCHOOL
Young Avenue, Stafford
Assistant Teacher (Scale 1) required for HOME ECONOMICS. Applicants should be qualified and experienced. General subject teaching will also be required.
Application forms obtainable from and returnable to the Headteacher (s.a.e.).
All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (10265) 123022

Mathematics

Heads of Department

SUFFOLK
BUNGAY MIDDLE SCHOOL
Hillside Road East, Bungay (Roll 302, 9 - 13)
Required for January 1984, qualified and experienced teacher as HEAD OF MATHEMATICS (Scale 3).
Application forms and further details available from the Headteacher at the school (s.a.e. please) to whom they should be returned as soon as possible. (06761) 123418

Scale 1 Posts

SUFFOLK
BUNGAY MIDDLE SCHOOL
Hillside Road East, Bungay (9 - 13, 302)
Required for the Autumn Term 1983 only, a temporary teacher of Mathematics, Scale 1, teaching to mixed ability classes aged 10 - 14 years.
Application forms and further details available from the Headteacher at the school (s.a.e. please) to whom they should be returned as soon as possible. (06762) 123422

Modern Languages

Scale 1 Posts

STAFFORDSHIRE
EDUCATION COMMITTEE
The following 2 posts are required for September 1983
WESTFIELD MIDDLE SCHOOL
Ounsdale Road, Wombourne, Nr. Wolverhampton
A qualified teacher (Scale 1) to teach Middle School FRENCH and ENGLISH.
Application forms and further details obtainable from and returnable to the headteacher at the school (s.a.e. please).

RIDGEWAY MIDDLE SCHOOL
Grange Road, Chasetown, Walsall WS7 8TP
Scale 1 teacher of FRENCH. Please state other interests.
Application forms obtainable from and returnable to the Headteacher (S.A.E.).
All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (06857) 123422

Music

Scale 1 Posts

KENT
COUNTY COUNCIL EDUCATION DEPARTMENT Sevenoaks Division LONGFIELD C.E. MIDDLE SCHOOL
Longfield, Dartford, Kent
Group 7
Required for September 1983 in this 8 F.E. 9 - 13 middle school, a teacher (Scale 1) to offer Music throughout the school and General Subjects at 2nd and 3rd year level. The teaching time-table will be approximately half Music and half General Subjects. The post offers a valuable opportunity for some team teaching in Music with an experienced Head of Department. London Area Fringe Allowance payable.
Application forms and further details from the Headmaster, please enclose s.a.e. Closing date two weeks from appearance of this advertisement. (12782) 123822

Physical Education

Scale 2 Posts and above

SUFFOLK
BECCLES MIDDLE SCHOOL
Castle Hill, Beccles NR34 7BQ
(9 - 13 ; 460)
Required as soon as possible, a teacher, Scale 2, responsible for P.E. throughout the school.
Application forms and further details available from the Headteacher at the school to whom they (s.a.e. please), to whom they should be returned, as soon as possible. (06760) 124220

MIDDLE SCHOOL continued

Scale 1 Posts

HEREFORD AND WORCESTER
COUNTY COUNCIL
REDDITCH, ST. PETER'S C.E. MIDDLE SCHOOL
(9 - 13)
Lowlands Lane, Redditch, Worcs. B98 0JL
Well qualified and enthusiastic teacher to organise the teaching of Girls' P.E. throughout the school. Applicants should also be prepared to be active in General Subjects teaching, particularly within the third year.
Further details - available from the Headmaster on receipt of a foolscap s.a.e. (12673) 124222

STAFFORDSHIRE
EDUCATION COMMITTEE ST. EDWARD'S C.E. (C) MIDDLE SCHOOL (9 - 13)
Hollow Lane, Cheddleton, Nr. Leek ST13 7RP
Required for September, 1983 Scale 1 teacher to be responsible for Girls' PHYSICAL EDUCATION/DANCE. The successful candidate would be required to undertake general classroom teaching throughout the 9 - 13 age range.
Application forms obtainable from and returnable to the Headteacher (s.a.e.).
All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (10262) 124222

Other than by Subject Classification

Scale 2 Posts and above

HARROW
EDUCATION COMMITTEE ST GEORGE'S MIDDLE SCHOOL
Sudbury Hill, Harrow, Middlesex.
Tel. No. 01-422 1272
Required for September 1983 an experienced class teacher in this 8 - 12 years Middle School. An enthusiastic teacher is needed to be responsible for co-ordinating the Mathematics in the school. The Governors would wish to appoint a practising Catholic who would contribute to the Christian ethos of the school. A Scale 2 is available for a suitably qualified teacher. An interest in Art or Environmental Studies would be a recommendation.
Application forms, enclosing s.a.e. from the Headteacher, to be returned to the school by 15th June, 1983.
Please enclose stamped addressed envelope.
HARROW IS AN EQUAL OPPORTUNITY EMPLOYER. (10694) 125620

HARROW
HARROW EDUCATON COMMITTEE
ST JOSEPH'S R.C. FIRST AND MIDDLE SCHOOL
Dobbin Close, Belmont, Harrow, Middlesex
Tel: 01-863 8831
Required for September, 1983 an enthusiastic class teacher for the Middle School. Ability to teach Sport/Maths an advantage. Scale 2 available for suitably qualified applicants.
Application forms from and to be returned to The Headteacher by 17th June, 1983.
Please enclose stamped addressed envelope.
Harrow is an equal opportunity employer. (10688) 125620

Scale 1 Posts

DORSET
ST. JOSEPH'S R.C. COMBINED SCHOOL
Newlyn Way, Parkstone, Poole
(5 - 12 age range)
Required September 1983. General class Teacher for the Middle School. (Scale 1) Practising Roman Catholic essential. Temporary for one year to cover for secondment.
Application forms and further details from the Headmistress on receipt of s.a.e. (10508) 125622

WILTSHIRE
AVON MIDDLE SCHOOL
Devizes Road, Salisbury
9 to 13
340 on Roll
Required for September, 1983, Teacher (Scale 1) for GENERAL SUBJECTS. Ability to teach Boys Games and/or Craft and Design would be an advantage.
Letter of application with c.v. and names and addresses of two referees to the Headmaster. (05841) 125622

MIDDLE SCHOOL TEACHERS

Scale 1

Applications are invited from middle school trained teachers for Scale 1 posts in the Western Area of Suffolk from September 1983. An interest in the teaching of **Music, French, Needlework, Home Economics** or **Mathematics** would be particularly welcome.
Application forms obtainable (stamped addressed envelope please) from the Area Education Officer, Shire Hall, Bury St. Edmunds.

Suffolk County Council

Secondary Education

Headships

KENT
COUNTY COUNCIL EDUCATION DEPARTMENT MAIDSTONE DIVISION SENACRE SCHOOL
(Group 10)
Sutton Road, Maidstone ME15 8DT
Roll: 982 (11 - 16 years)
Applications are invited for the post of Head Teacher for this High School from the Spring Term 1984. Under the Authority's Thameside Scheme the School has a Comprehensive intake in the first two years. At the age of 13 pupils either transfer to the Upper Schools to follow courses leading to G.C.E. 'A' level or remain at the Senacre School where they prepare for GCE 'O' level and CSE examinations. Physically handicapped pupils are integrated into the School which is also recognised by the Authority as a school of exceptional difficulty.
Forms of application and further particulars may be obtained (foolscap sae please) from the Divisional Education Officer, Astley House, Hastings Road, Maidstone ME15 7SQ, to be returned by 17th June 1983.

SHEPWAY DIVISION PENT VALLEY SECONDARY SCHOOL
Folkestone
Group:10 Roll:739
Appointment of Head Teacher
Applications are invited for the post of Headteacher of this secondary modern school for boys and girls. The successful applicant will be required to take up duty at the beginning of the Spring Term 1984.
Application forms and further details from the Divisional Education Officer, 3 Shorncliffe Road, Folkestone, Kent CT20 2SQ. Closing date for applications: 17th June 1983. (12783) 130010

ROTHERHAM
METROPOLITAN COUNCIL
WINGFIELD COMPREHENSIVE SCHOOL
11 - 16 Mixed, Approx. 941 on roll
Required for January 1984.
HEAD TEACHER - GROUP 10
Closing date: 17th June 1983.
Further particulars and application forms obtainable from the Director of Education, Education Office, Norfolk House, Walker Place, Rotherham S60 1QT. (Tel: Rotherham 2121, Ext. 3357).
W.B. Mussett, Director of Personnel Resources. (05844) 130010

STAFFORDSHIRE
EDUCATION COMMITTEE CLOUGH HALL COMPREHENSIVE SCHOOL
First Avenue, Kidsgrove, Stoke on Trent
Re-advertisement.
Required for 1st January, 1984 HEADTEACHER (Group 11) for this established 11 - 18 comprehensive school with 1,250 pupils on roll.
Application forms and further particulars obtainable from and returnable to the Chief Education Officer (Staffing), County Education Offices, Tipping Street, Stafford ST16 2DH (s.a.e. please). Previous applicants need not re-apply.
All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (06899) 130010

Deputy Headships Second Masters/ Mistresses

DEVON
Please see displayed advertisement on page 51. (10642) 130012

DURHAM
COUNTY COUNCIL
DEPUTY HEAD TEACHER
Applications are invited from suitably qualified and experienced teachers for the post at Redworth Hall Residential School for Maladjusted Boys (Group 4(S)). A commitment to additional duties will be required. Residential accommodation is available if required.
Application forms obtainable from the Area Administrative Officer, 'Craig Lea', Uplands Road, Darlington, Co. Durham, on receipt of a foolscap stamped addressed envelope to be returned by Friday, 17th June, 1983. (10833) 130012

KENT
COUNTY COUNCIL EDUCATION DEPARTMENT MEDWAY DIVISION CHATHAM
TUNBURY COUNTY PRIMARY SCHOOL
Tunbury Avenue, Walderslade, Chatham, Kent
Group 5
Roll: Summer 1983 377 +
Required for January 1984 or sooner if possible, a DEPUTY HEAD with wide junior school experience. The successful applicant will be expected to take an active part in school management and to assume overall responsibility in a major area of the curriculum.
Application forms and further particulars from the Headmistress at the school (SAE please). Closing date: 17th June 1983

ROCHESTER
WARREN WOOD SECONDARY GIRLS' SCHOOL
City Way, Rochester, Kent
Tel: Medway 45784
Group 7
Required for January 1984 a well qualified and suitable experienced teacher for the post of DEPUTY HEAD.
The successful candidate will be a member of the Senior Management Team. Specific duties will be arranged according to the talents of the person appointed, but experience of Time-Table construction, forward planning of the curriculum and staff development will be an advantage.
Applications in writing to the Headmistress at the School giving curriculum vitae and the names and addresses of two referees. (12784) 130012

KNOWSLEY
METROPOLITAN BOROUGH OF KNOWSLEY
PRESCOT COMPREHENSIVE SCHOOL
Knowsley Park Lane, Prescot, Merseyside L34 3NB
(960 boys and girls, 11 - 18 years).
For September 1983 or as soon as possible thereafter, DEPUTY HEAD-TEACHER, Group 11.
For application form and further details send large s.a.e. to the Headteacher at the above address.
Completed forms should be returned to the Borough Education Officer, Education Office, Huyton Hey Road, Huyton, Merseyside L36 5YH by Friday, 17 June 1983. (12724) 130012

Remedial Posts

Heads of Department

BROMLEY
LONDON BOROUGH OF BROMLEY
Required for September 1983 for a Support Unit for children aged 11 - 16 who have behavioural problems.
1) TEACHER IN CHARGE, SCALE 3 (S)
Ideally applicants should have experience within the Comprehensive system and in a management position with children with behavioural problems.
2) THREE SCALE 1(S) TEACHERS
Candidates should state subjects which they are able to offer to the pupils.
The Behavioural Support Unit will be based in a detached unit situation and supported by a management group including local Head Teachers, the General Inspector for Special Education and an Educational Psychologist. It is intended to open the Unit at the beginning of the Autumn Term 1983.
Application forms and further details available from the Director of Education, The Town Hall, Widmore Road, Bromley, Kent BR1 1SB (foolscap s.a.e. please), to whom completed forms should be returned by 16th June, 1983. (12685) 131018

LEICESTERSHIRE
LIMEHURST HIGH SCHOOL
Bridge Street, Loughborough, Leics.
In the Leicestershire plan for the re-organisation of secondary education
11 - 14 High
ROLL 888
HEAD OF DEPARTMENT - SPECIAL NEEDS
SCALE 3
Required August to coordinate the approach for implementation of the Warnock Report and take charge of learning difficulties department.
Further details from the head (SAE). Apply immediately (no forms) with full particulars and names and addresses of two referees (SAE). (12660) 131018

Scale 2 Posts and above

BERKSHIRE
TEACHING SUPPORT SERVICE (WEST BERKSHIRE)
Newbury Teachers' Centre, Fir Tree Lane, Newbury
Required September 1983 REMEDIAL TEACHER (Scale 2) to work in Wokingham schools. Applicants should have considerable experience in the teaching of literacy skills. Additional training in this and/or the teaching of children with learning difficulties is desirable.
Application form and further details from the headteacher (sae). Closing date 17 June 1983.
Berkshire County Council is an equal opportunity employer. (10225) 131020

Scale 1 Posts

BROMLEY
LONDON BOROUGH OF BROMLEY
Required for September, 1983, for a Support Unit for children aged 11 - 16 who have behavioural problems. 1) TEACHER IN CHARGE, SCALE 3 (S) Ideally applicants should have experience within the Comprehensive system and in a management position with children with behavioural problems. 2) THREE SCALE 1 (S) TEACHERS
Candidates should state subjects which they are able to offer to the pupils.
For full listing see advertisement under Secondary, Heads of Dept., Remedial Posts. (12686) 131022

CALDERDALE
METROPOLITAN BOROUGH COUNCIL EDUCATION DEPARTMENT HOLY TRINITY CE (A) SENIOR SCHOOL
Holdsworth Road, Holmfield, Halifax HX2 9TL
Required from August 1983, for this 4 form entry 11 - 18 voluntary aided comprehensive school, a teacher of REMEDIAL SUBJECTS (Scale 1).
Letters of the application to the Headmistress by 17th June 1983 giving full details of qualifications and experience, and names and addresses of two referees. (12781) 131022

HEREFORD AND WORCESTER
COUNTY COUNCIL
KINGTON LADY HAWKINS SCHOOL
Kington, Herefordshire HR5 3AG
Required for September 1983, Suitably qualified Remedial Teacher, Scale 1, to assist in our Special Education unit and also teach English and Mathematics in the 11 - 16 age range.
Further details from the Headmaster on receipt of a foolscap s.a.e. (12671) 131022

LONDON
INNER LONDON EDUCATION AUTHORITY QUINTIN KYNASTON (SM) SCHOOL
Marlborough Hill, London NW8 0NL
Telephone No: 722-8141
Roll: 1050
Headmaster: P.J. Mitchell
Required September, 1983, 0.5 Teacher to join the Learning Support Department. The department supports students across the ability range who may be having problems with aspects of their learning.
Details and forms from the school.
I.L.E.A. is an equal opportunities employer. (10407) 131022

NORTHAMPTONSHIRE
RAUNDS MANOR SCHOOL
Park Street, Raunds, Wellingborough, Northants NN9 6ND
REMEDIAL DEPARTMENT SCALE 1
An assistant teacher is required for September in this department, which is within the Faculty for Educational Support.
Further details and application form from the school (SAE please). (06686) 131022

NORTHAMPTONSHIRE
CORBY QUEEN ELIZABETH SCHOOL
Oakley Road, Corby, Northants NN17 1NE
(11 - 18 Comprehensive, 1335 on roll)
REMEDIAL STUDIES (SCALE 1)
Required for September for a temporary appointment for one year only, a well-qualified teacher to join the Education Support Department, to assist in remedial education throughout the school and to make a small contribution to the Social Studies area.
Further details and application form (SAE please) from the Headmaster. (06692) 131022

SHEFFIELD
CITY OF SHEFFIELD EDUCATION DEPARTMENT NOTRE DAME RC SCHOOL
Fulwood Road, Sheffield S10 3BT
Required for September 1983, a temporary teacher of psychology and remedial education, Scale 1, to teach for the equivalent of 2½ days per week.
Application forms and further details are available from the Headteacher, to whom completed forms should be returned by no later than 17 June 1983. (06533) 131022

SOLIHULL
EDUCATION COMMITTEE SMITH'S WOOD COMPREHENSIVE SCHOOL
Windward Way, Chelmsley Wood, West Midlands B36 0UE
Tel: 021 770 6811
TEMPORARY TEACHER
Scale 1
For Remedial Department, required for September 1983 in this 11 - 16 all-ability school for one year in the first instance. To join a team of seven specialist teachers; the work will be confined to pupils in the Lower School (Years 1, 2 and 3).
Apply by letter to the Headteacher enclosing c.v. and s.a.e. (10283) 131022

Beaufort Mixed School
Beaufort Road, Bournemouth BH6 5LB
Group 9 – 720 on roll
Required from January 1984, a
HEADTEACHER
For this co-educational secondary school – age range 11–16 years.
This is a re-advertisement and previous applicants should confirm that they wish their application to be reconsidered.
Application forms and further details from the Staffing Officer, Eastern Area Education Office, Portman House, Richmond Hill, Bournemouth BH2 6ER, on receipt of s.a.e.

DORSET County Council

DURHAM COUNTY COUNCIL
Avenue Comprehensive School
Newton Aycliffe – 11–18 years – Group 10
HEAD TEACHER
Applications are invited from suitably qualified and experienced teachers for the HEADSHIP of the above-named school for January, 1984.
Stamped addressed envelope for application form and further details from
Director of Education
County Hall, Durham
Closing date for receipt of applications 20th June, 1983.

CYNGOR SIR GWYNEDD COUNTY COUNCIL
ADRAN ADDYSG
YSGOLION UWCHRADD
FFURFLENNI CAIS A MANYLION PELLACH I'R SWYDDI I'W CAEL GAN *BRIFATHRO'R YSGOL BENODOL* (ANFONER AMLEN WEDI'I STAMPIO A'I CHYFEIRIO) A'I DYCHWELYD IDDO ERBYN *15 MEHEFIN 1983*
Yn eisiau ar gyfer Medi 1983 neu Ionawr 1984
YSGOL FRIARS, BANGOR
(cyfun 11–18; 1,100 o ddisgyblion)
UWCHATHRO/ATHRAWES. Athro neu athrawes brofiadol a graddedig i ymgymryd a dyletswyddau dysgu a chyfrifoldebau sylweddol y swydd o Uwchathro/Athrawes, gan gymryd lle yr Uwchathrawes bresennol yn rhim Dirprwy Bennaeth yr ysgol gyfun hon. Ma nylion pellach i'w cael gyda'r ffurflen gais. Cyflog Dirprwy Bennaeth Grwp 11.
The above is an advertisement for the post of Senior Master/Mistress at Ysgol Friars, Bangor).
Yn eisiau ar gyfer Ionawr 1984.
YSGOL Y MOELWYN, BLAENAU FFESTINIOG
(Cyfun 11–18; 580 o ddisgyblion)
Gwahoddir ceisiadau gan Athrawon neu Athrawesau am swydd UWCHATHRO/ATHRAWES yn yr ysgol uchod. Disgwylir i'r ymgeisydd llwyddiannus gyfrannu lusg ei ddealltwriaeth y ddeilliyd o Addysg Gyfun a Chymraeg fel aelod o dim gweinyddol a bugeiliol yr ysgol.
Penderfynir y dyletswyddau yn ol cymwysterau a phrofiad yr ymgeisydd llwyddiannus ond byddai diddordeb arbennig mewn un neu ragor o'r meysydd a ganlyn yn hanfodol:
(i) Gweinyddiad; (ii) Datblygiad Cwricwlwm ac Amserlennu; (iii) Gofalaeth Fugeiliol; (iv) Dulliau Dysgu; (v) Asesu.
Cyflog: Dirprwy Brifathro Grwp 9.
(The above is an advertisement for the post of Senior Master/Mistress at Ysgol y Moelwyn, Blaenau Ffestiniog).

SECONDARY EDUCATION
continued

By Subject Classification

Arts and Design

Heads of Department

ESSEX
CHALVEDON SCHOOL
Wickford Avenue, Pitsea, Basildon
(Roll 1450)
Tel: Basildon 552536
HEAD OF ART DEPARTMENT Scale 3
Required September or January, appropriately qualified specialist as Head of well equipped Art Department. Rented accommodation possible.
Apply by letter to the Headmaster, with curriculum vitae and names of two referees, enclosing s.a.e. (06588) 131218

HAMPSHIRE
ROMSEY SCHOOL
Greatbridge Road, Romsey
11 - 16 Comp. Mixed N.O.R. 1000
Head of Art. Scale 3
Specialist knowledge of Ceramics an advantage.
Letter of application with full curriculum vitae, names and addresses of two educational referees and S.A.E. to Head. (12638) 131218

DERBYSHIRE
EDUCATION COMMITTEE
SPONDON SCHOOL
Mixed Comprehensive, 1900 pupils, 120 in Sixth Form
Required for 1st September, 1983: a teacher of ART and DESIGN (Scale 1).
The school seeks to appoint a specialist in EITHER Ceramics and 3D work OR Fine Art, Painting and Drawing, to complete a team of five teachers. Examination courses are offered at all levels, including G.C.E. Advanced Level.
Apply by letter, including curriculum vitae, and the names and addresses of two referees, to the Headmaster, Spondon School, West Road, Spondon, Derby DE2 7BT. Further details available on receipt of a foolscap S.A.E.
DERBYSHIRE COUNTY COUNCIL IS AN EQUAL OPPORTUNITY EMPLOYER. (01161) 131222

DEVON
Please see displayed advertisement on page 51. (10653) 131222

Scale 2 Posts and above

DEVON
Please see displayed advertisement on page 51. (10654) 131220

DUDLEY
DUDLEY METROPOLITAN BOROUGH
THE HIGH PARK SCHOOL
Park Road West, Stourbridge, West Mids.
(11-16+ co-ed. Group 10)
TEACHER of ART and DESIGN required September in department with well-established 'O' level and C.S.E. courses. Ability to teach Junior CDT advantageous. Temporary one year post in first instance.
Letter of application with c.v., and naming two referees to Headmaster without delay. (12745) 131222

WEST SUSSEX
THOMAS BENNETT SCHOOL
Ashdown Drive, Tilgate, Crawley
SCALE 2 AND ABOVE
Teacher for September or January 1984 to take charge of Ceramics/3D Art Course/Facilities within Art Department.
Two well equipped Pottery rooms - some General Art teaching.
Scale 2 available for suitably experienced candidate.
Apply by letter giving curriculum vitae and names of two professional referees. Closing date: 17th June 1983. (10517) 131220

ENFIELD
LONDON BOROUGH OF ENFIELD
AYLWARD SCHOOL
Wilbury Way, London N18 1BX
Roll 1300
(8 form entry Mixed Comprehensive)
Required for September 1983, ART teacher (Scale 1) to be based in the Lower School (years 1 - 3).
This is a temporary post covering maternity leave and may suit a Junior or Junior/Secondary trained teacher.
Substantial allowances in addition to Scale post.
London Allowance, £615.
Letters of application with [illegible] names of two referees to be sent to the Head Teacher at the School as soon as possible. (12701) 131222

Scale 1 Posts

BEDFORDSHIRE
NORTHERN AREA
MARK RUTHERFORD UPPER SCHOOL
Wentworth Drive, Bedford
Headmaster: Mr J B Hodgson
Tel: Bedford 64541
13 - 18 Mixed Comprehensive school and Community College 950 on roll
Required for September 1983, a SPECIALIST TEACHER OF ART, Scale 1.
Candidates should have had experience of working with ceramics, silk screen, 3-D Art and Batik work.
Application forms and further details from the Headmaster, s.a.e. please. (12779) 131220

ESSEX
CECIL JONES HIGH SCHOOL
(Roll 1350)
Eastern Avenue, Southend-on-Sea
Tel: 0702 68000
ART Scale 1
Required September, Assistant mainly for Lower School, willing and able also to take basic subjects with remedial classes.
Further information and forms from Headteacher (foolscap s.a.e. please). (10281) 131222

EDUCATION DEPARTMENT
REQUIRED FOR THE AUTUMN TERM 1983

COLLEGES
ORRELL ST. JOHN RIGBY R.C. SIXTH FORM COLLEGE
Gathurst Road, Orrell, Wigan WN5 0LJ
Tel: Wigan 214797
(16+)
Part-time for
ART 3D/CERAMICS

SECONDARY SCHOOLS
ASHTON-IN-MAKERFIELD CANSFIELD HIGH SCHOOL
Old Road, Ashton-in-Makerfield, Wigan WN4 9TP
Tel: Ashton 720711
(11–16 mixed comprehensive)
Graduate for
MATHS/COMPUTER STUDIES (Scale 2)

HINDLEY PARK HIGH SCHOOL
Park Road, Hindley, Wigan WN2 3RY
Tel: Wigan 56205
(11–16 mixed comprehensive)
MUSIC (Scale 1)

HINDLEY CARDINAL NEWMAN R.C. HIGH SCHOOL
Darby Lane, Hindley, Wigan WN2 3DH
Tel: Wigan 55562
(11–16 mixed comprehensive)
MODERN LANGUAGES (Scale 1)
with the ability to teach French to examination level.

LEIGH ST. MARY'S R.C. HIGH SCHOOL
Manchester Road, Astley, Tyldesley M29 7EB
Tel: Atherton 884144
(11–16 mixed comprehensive)
REMEDIAL (Scale 1)
Temporary one year appointment to work mainly with third year pupils. Special interests in Religious Education and General Craftwork.

ORRELL ABRAHAM GUEST HIGH SCHOOL
Orrell Mount, Wigan, WN5 8HN
Tel: Wigan 214980
(11–16 mixed comprehensive)
LATIN (Scale 2)

STANDISH HIGH SCHOOL
Kenyon Road, Standish, Wigan WN6 0NX
Tel: Standish 422265
(11–16 mixed comprehensive)
COMPUTER STUDIES (Scale 1)
with the ability to teach Maths.

SHEVINGTON HIGH SCHOOL
Shevington Lane, Shevington, Wigan WN6 8AB
Tel: Standish 423030
(11–16 mixed comprehensive)
CHEMISTRY and BIOLOGY (Scale 1)
to CSE and 'O' level.
FRENCH (Scale 1)
to CSE and 'O' level (some German advantageous)

Application forms and further particulars for all the above posts available from and returnable to the Headteacher of the School (sae please) immediately. Ref: A22.

HERTFORDSHIRE
ADEYFIELD SCHOOL
Longlands, Hemel Hempstead.
Tel: 51803
All-ability, co-educational, 850 pupils, 11 - 18
Teacher of Art (Scale 1)
Required for September 1983, a teacher of Art (Scale 1) following promotion to Head of Faculty in another school. Experience in Fine Art or Graphic Design desirable. Interest to develop three-dimensional studies including Ceramics could be an advantage. 'O' and 'A' level work available. Fringe allowance £246.
Applications by letter giving curriculum vitae and two referees to the Headmaster immediately. (10073) 131222

LEICESTERSHIRE
LIMEHURST HIGH SCHOOL
Bridge Street, Loughborough, Leics.
In the Leicestershire plan for the re-organisation of secondary education
11 - 14 High
ROLL 888
C.D.T. WITH GAMES
SCALE 1
Required August.
Further details from the Head (SAE). Apply immediately (no forms) with full particulars and names and addresses of two referees (SAE). (12661) 131222

LEICESTERSHIRE
DE LISLE R.C. SCHOOL
Thorpe Hill, Loughborough, Leics
21 - 18 Comprehensive
Roll: 1067
ART AND CREATIVE DESIGN
SCALE 1
Required from August, an enthusiastic teacher of Design with broad interests in one or more of Art, Woodwork, Metalwork and Auto Engineering. The successful candidate should be able to work as part of a team within an integral Creative Design department.
Further details from the Head (SAE please). (06570) 131222

NORTH YORKSHIRE
COUNTY COUNCIL
NORTON SCHOOL
Langton Road, Norton, Malton YO17 9PT
Wanted for September 1983 for this 11 - 16 Rural Comprehensive a Scale 1 teacher of ART to join a flourishing department and to teach up to 16+ level. The ability to teach some T.D. to CSE/'O' level would be an advantage.
Apply to the Headmistress giving full curriculum vitae and the names and addresses of two referees as soon as possible (s.a.e. if acknowledgement required). (04816) 131222

OXFORDSHIRE
COUNTY COUNCIL
WOOD GREEN SCHOOL
Woodstock Road, Witney
Group 11 Roll 950
REQUIRED FOR SEPTEMBER, a part-time (0.35) Teacher of Art, though this could become full time in early October as a result of maternity leave. An ability to teach Pottery/Sculpture would be an advantage, but applicants offering other specialities would be welcome.
Further details (s.a.e. please) from the Headteacher to whom letters of application giving two referees, should be sent as soon as possible. (12718) 131222

ROTHERHAM
METROPOLITAN COUNCIL
OAKWOOD COMPREHENSIVE SCHOOL
11 - 16 Mixed, Approx. 1059 on roll
Required for September 1983
ASSISTANT TEACHER - SCALE 1
Required for Craft and Design, with emphasis on Woodwork. A strong subsidiary subject, possibly Geography, also required. Contribution to extra-curricular activities welcome.
Closing Date: 14th June 1983.
Curriculum Vitae and details of two persons for reference to the Head Teacher of the School, Moorgate Road, Rotherham S60 2UE (Tel: Rotherham 73654).
W.B. Mussett, Director of Personnel Resources. (05848) 131222

SHEFFIELD
NEWFIELD SCHOOL
Lees Hall Road, Sheffield S8 9JP
Required for September 1983, a temporary teacher of Art, Scale 1, for one term only.
Application forms and further details are available from the Head teacher, to whom completed forms should be returned by no later than 17 June 1983. (10208) 131222

SHEFFIELD
CITY OF SHEFFIELD
EDUCATION DEPARTMENT
WISEWOOD SCHOOL
Rural Lane, Sheffield S6 4BH
Required for September 1983, a teacher of Art, Scale 1. The teacher appointed should have an interest in photography.
Application forms and further details are available from the Headteacher to whom completed forms should be returned by no later than 17 June 1983. (06549) 131222

SHROPSHIRE
EDUCATION COMMITTEE
BRIDGNORTH ENDOWED SCHOOL
Northgate, Bridgnorth WV16 4ER
11 - 18 Mixed Comprehensive 1020 pupils, 140 in Sixth Form
Required for September 1983 for up to one year TEACHER OF ART SCALE 1.
Experience in Ceramics preferred or other three dimensional work to teach across the age and ability range including sixth form.
Further details and application forms from the Headmaster (sae) or Tel: Bridgnorth 2103.
Closing Date: 13th June 1983. (10287) 131222

WARWICKSHIRE
COLESHILL SCHOOL
Coventry Road, Coleshill, Birmingham B46 3EX
(12 - 18 co-educational, 898 on roll)
Teacher of Art to specialise in the teaching of pottery and drawing with the possibility of painting in the lower school. Coleshill is a 12 - 18 comprehensive school in which art is taken by all pupils in the first two years. In years 4 and 5 it is an optional subject that attracts half the pupils in any years. The school runs 'A' level art and also a brief general course for all sixth formers.
Applications should be made by letter to the Head at the school giving a full curriculum vitae and the names and addresses of two referees. (01196) 131222

WILTSHIRE
Require Scale 1 ART TEACHER.
For further details see display under Secondary Schools other than by subject. (06775) 131222

WIRRAL
METROPOLITAN BOROUGH OF WIRRAL
WEATHERHEAD HIGH SCHOOL
Mount Pleasant Road, Wallasey, Merseyside L45 5HX
(11 - 18 comprehensive - 1350 girls on roll)
ASSISTANT TEACHER SCALE I FOR DRESS AND DESIGN
In addition to Needlework, the school is developing courses in Graphic Design, Fabric Printing, Textiles and Fashion. Weatherhead is one of four schools taking part in the Wirral T.V.E.I. project.
Please apply by letter with full curriculum vitae to the Headmistress giving names and addresses of two referees by Friday 10th June, 1983. (04821) 131222

WIRRAL
METROPOLITAN BOROUGH OF WIRRAL
PARK HIGH SCHOOL (Co-educational)
Park Road South, Birkenhead
Tel: 051-652 1574
N.O.R. 1600 ages 11 - 18
REQUIRED FOR 1st SEPTEMBER, 1983 GRADUATE TEACHER OF ART AND DESIGN - SCALE 1 with an interest in Graphics.
Apply direct to Headmaster giving details of qualifications and experience. (10410) 131222

Careers

Scale 1 Posts

WILTSHIRE
Require Scale 1 CAREERS.
For further details see display under Secondary Schools other than by subject. (06777) 131422

Classics

Scale 1 Posts

CAMBRIDGESHIRE
PARKSIDE COMMUNITY COLLEGE
Required for September, in this 11 - 16 comprehensive school, TEACHER of CLASSICAL STUDIES/HISTORY. Scale 1, and some help with boys' games if possible.
Apply by letter with full c.v. to the Principal, Parkside Community College, Parkside, Cambridge CB1 1EH. Tel: 0223 358838. (10254) 131622

KINGSTON UPON THAMES
ROYAL BOROUGH OF KINGSTON UPON THAMES
TIFFIN SCHOOL
Queen Elizabeth Road, Kingston upon Thames KT2 6RL
(A Voluntary Controlled Grammar School of 875 boys, 275 in the Sixth Form).
Required in September 1983, a well-qualified young Graduate to teach CLASSICS throughout the school, including a share of work in the Sixth Form to 'A' and 'S' Level. Please state subsidiary teaching subject offered. A willingness and the ability to assist with coaching rowing, games, Scouts or school societies will be welcome.
Salary Burnham Scale 1, plus London Allowance of £615.
Applications IMMEDIATELY to the Headmaster at the school, together with full curriculum vitae and names of three referees. (10037) 131622

Commercial Subjects

Scale 2 Posts and above

BERKSHIRE
BAYLIS COURT COUNTY SECONDARY SCHOOL
Gloucester Avenue, Slough
N.O.R. 390 (Girls)
Required September 1983
TEACHER (Scale 2) of TYPEWRITING. Also responsible for coordinating the teaching of LANGUAGES. See under "Berkshire - Modern Languages Scale 2". (04687) 131820

DEVON
Please see displayed advertisement on page 51. (10666) 13220

LEICESTERSHIRE
ROBERT SMYTH UPPER SCHOOL
Burnmill Road, Market Harborough, Leics.
In the Leicestershire plan for the re-organisation of secondary education
14 - 18 Upper
ROLL 1330
HEAD OF TYPING AND OFFICE PRACTICE
SCALE 2
Experienced and well qualified teacher required (Autumn term if possible) to take responsibility for the successful and thriving area of the curriculum. The department will be involved in the school's T.V.E.I. Project.
Further details from the Head (SAE). Apply immediately (no forms) with full particulars and names and addresses of two referees (SAE). (12658) 131820

SANDWELL
METROPOLITAN BOROUGH OF SANDWELL
PERRYFIELDS HIGH SCHOOL
(11 - 16 Comprehensive)
Required for September 1983 or as soon as possible thereafter COMMERCIAL SUBJECTS Scale 2
Excellent opportunities for development for experienced teacher.
Letters of application, stating full curriculum vitae and names and addresses of two referees should be forwarded immediately to Head Teacher, Oldacre Road, Oldbury, Warley, West Midlands.
An equal opportunity employer. Canvassing of members of the Authority will disqualify. (04688) 131820

Scale 1 Posts

DEVON
Please see displayed advertisement on page 51. (10665) 131822

DUDLEY
THE HOLLY HALL SCHOOL
Scotts Green Close, Russells Hall Estate, Dudley, West Mids.
(12 - 16+ co-ed. comp Group 9)
For September, TEACHER for SHORTHAND and OFFICE PRACTICE. Post temporary in first instance, but permanent post may be available in near future.
Please telephone Headmistress (Dudley 53722) for further details without delay. (10092) 131822

ESSEX
ST. HELENA SCHOOL
(Roll 1,000)
Sheepen Road, Colchester
Tel: Colchester 72253
TEACHER/INSTRUCTOR OF TYPING AND COMMERCIAL SUBJECTS, SCALE 1
Required September, full or part-time.
Further details and application forms from Headmaster, please enclose s.a.e. (10505) 131822

ENFIELD
LONDON BOROUGH OF ENFIELD
AYLWARD SCHOOL
Wilbury Way, London N18 1BX
Roll 1300
(8 form entry Mixed Comprehensive)
Required for September 1983, teacher of BUSINESS STUDIES (Scale 1). The successful applicant will be expected to make a substantial contribution to a thriving and well-established Business Studies department, and should be able to offer a variety of subjects, including Commerce, Typewriting and Office Practice. A successful Secretarial course operates in the 6th form and a BEC Diploma course will be offered from September 1983.
Substantial allowances in addition to Scale post.
London Allowance, £615.
Application by letter, together with two referees, should be sent to the Head Teacher at the school as soon as possible.

EDMONTON SCHOOL
Gt. Cambridge Rd., Enfield, Middx. EN1 1HQ
Roll 1400
(Mixed Comprehensive 11 - 19)
Required September 1983, teacher Scale 1, to join flourishing BUSINESS STUDIES DEPARTMENT at this well-established comprehensive school. A wide range of courses is offered, including Accounts to 'A' level, Commerce, Secretarial Duties, Shorthand and Typewriting, and students are able to combine their vocational work with traditional 'A' and 'O' level and R.S.A. examinations. Candidates are asked to indicate the area(s) in which they would expect to contribute to the department. Part-time applications considered.
London Allowance, £615. Consideration given to assistance with removal, relocation costs, temporary housing and two homes allowance.
Application forms and details (foolscap SAE) obtainable from the Headmaster, to whom they should be returned as soon as possible. (12703) 131[illegible]

HARROW
EDUCATION COMMITTEE
CANONS HIGH SCHOOL
Shaldon Road, Edgware, Middlesex HA8 6AN
Tel: 01-952 1614
A teacher of BUSINESS STUDIES (SCALE 1) is required for September. Canons High School is a mixed comprehensive school of about 800 students aged 12 - 16.
Business Studies is taught within the Humanities Department. The subject is offered as an examination option in the final two years of the School and also contributes to a tutorial programme of Personal and Social Education in the first two years.
Further details and application forms may be obtained from the Headteacher, Marguerite Freeman, and should be returned by Tuesday, 14th June. Informal preliminary visits are welcome and may be arranged by telephone. Outer London Allowance of £615 p.a. is payable.
Harrow is an equal opportunity employer. (10679) 131822

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
Swale Division
NEW MIXED SECONDARY SCHOOL
Faversham
Scale 1 teacher of Commerce required for September to join new and expanding department in this newly amalgamated group 11 mixed secondary school.
Applications by letter as soon as possible to the Headmaster, New Mixed School, c/o Lady Capel School, London Road, Faversham. (12785) 131822

LINCOLNSHIRE
ASSISTANT TEACHERS
GAINSBOROUGH CASTLE HILLS SECONDARY SCHOOL
BURNHAM SCALE 1
NOR 760
Required for September 1983, a teacher of Commercial Subjects - typewriting, shorthand, and office practice. Possible Scale 2 for suitable applicant.
For forms/details, send stamped addressed envelope to the school, The Avenue, Gainsborough DN21 1PY. Closing date: 21st June 1983. (06578) 131822

SUTTON
LONDON BOROUGH OF SUTTON
EDUCATION DEPARTMENT
HIGHVIEW HIGH SCHOOL
The Chase, Wallington, Surrey SM6 8JT
Tel: 01-669 2958
BUSINESS STUDIES, SCALE 1
Required for September 1983, a well qualified teacher of typewriting and office studies. Applicants should be able to teach typewriting to Pitmans RSA and CSE levels and CSE office studies. Ability to offer geography or music as a second subject would be an advantage.
Apply by letter to the headteacher enclosing curriculum vitae and names and addresses of two referees. (04686) 131822

Computer Studies

Heads of Department

SHROPSHIRE
EDUCATION COMMITTEE
MADELEY COURT CENTRE
Court Street, Madeley, Telford, TF7 5DZ
HEAD OF COMPUTER STUDIES, SCALE 3
Required for September or as soon as possible. Committed enthusiast to develop 'O' level, teach the subject. Application forms available; further particulars from the Headmaster at the school (S.A.E.). (10278) 132018

THE TIMES EDUCATIONAL SUPPLEMENT 3.6.83

SECONDARY COMPUTER STUDIES
continued

BROMLEY
LONDON BOROUGH OF BROMLEY
PERIPATETIC TEACHER FOR COMPUTER AND MICRO-ELECTRONIC EDUCATION, SENIOR TEACHER SCALE.
Required for September, 1983, or as soon as possible thereafter, an experienced and well qualified teacher to assist in the organisation and development of computer and micro-electronic education throughout the Borough at Primary and Secondary levels. The person appointed will work within a team of a General Inspector and an Inspector both of whom have responsibility in this area of the curriculum, and be part of the centrally deployed staff of the Authority. He or she will be based in the Science, Mathematics and Technology Unit of the Bromley Teachers' Centre.
Application forms available from the Director of Education, The Town Hall, Widmore Road, Bromley, Kent BR1 1SB (foolscap s.a.e. please), to whom completed forms should be returned by 16th June, 1983. (12683) 132018

Scale 2 Posts and above

LINCOLNSHIRE
SLEAFORD COUNTY SECONDARY SCHOOL
MODERN LANGUAGES/COMPUTER LABORATORY MATERIALS DEVELOPMENT OFFICER (SCALE 3)
See under Modern Languages. (06577) 132020

Scale 1 Posts

BERKSHIRE
THEALE GREEN SCHOOL
Theale, Reading RG7 5DA
N.O.R. 1300 (co-ed comprehensive) (6th form 190)
7/8 form entry school for rural area on West Reading fringe.
House-based pastoral system.
Required September 1983 well qualified GRADUATE to teach COMPUTER STUDIES (Scale 1) to O and A level with some SMP-based Maths (Part time (0.6) or full time considered. The school has two 380Zs plus a bank of 12 Commodore Pett micro computers. Applicants should be prepared to contribute to the corporate life of the school.
Applications to the headmaster as soon as possible. Closing date 20 June.
Berkshire County Council is an equal opportunity employer. (10225) 132022

BUCKINGHAMSHIRE
COUNTY COUNCIL
STANTONBURY CAMPUS
BRIDGEWATER HALL SCHOOL
Stantonbury, Milton Keynes, Bucks. MK14 6BN
Michael A. Davies, M.A.
Number on roll: 1200 Gp. 12 mixed
TEACHER OF COMPUTER STUDIES
Scale 1
Required: September 1983.
Opportunity to join an expanding team and participate in further development of computer appreciation courses at all levels (including O/A and sixth form work). Applicants should be familiar with BBC 'Basic' and interested in administration networks.
Immediate application by letter, quoting two referees to: Michael A. Davies, Head of Bridgewater Hall School, Stantonbury Campus, Milton Keynes, Bucks. MK14 6BN.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area. (10038) 132022

DERBYSHIRE
COUNTY COUNCIL
QUEEN ELIZABETH'S GRAMMAR SCHOOL
Ashbourne
Comprehensive, 11 - 18: 1920 on roll: split sites
Required for SEPTEMBER, Assistant Teacher for COMPUTER STUDIES AND MATHEMATICS both to 'O' Level. Scale 1 post.
Application forms and further particulars from the Headmaster (S.A.E.). Completed applications should be returned within 10 days of the appearance of this advertisement. (10419) 132022

DEVON
Please see displayed advertisement on page 51. (10656) 132022

EAST SUSSEX
TIDEWAY SCHOOL
Southdown Road, Newhaven BN9 9JL
(Comprehensive, mixed 11 - 18, roll 1615)
Required from September, Teacher of Computer Studies (Scale 1). An outstanding opportunity to be properly 'programmed'. Work well in a well equipped Computer Centre in a School increasingly involved in micro-technology. The School is seeking an enthusiast, eager to help develop both computer studies (at present C.S.E. and 'O' level courses running) as a subject and computers across the curriculum. First appointments welcome.
Relocation grants available in approved cases.
Application by letter with curriculum vitae to the Headmaster. (04828) 132022

OLDHAM
OLDHAM METROPOLITAN BOROUGH
COMPUTER EDUCATION TEACHER SCALE 1
THE RADCLYFFE SCHOOL
Broadway, Chadderton.
Required for September 1983 at this 11 - 18 mixed comprehensive school of about 1110 pupils, to become involved in the development of computer education in the school. For a scientist, computer education would become the first subject although a commitment to teaching a second subject would be required.
Send s.a.e. for application form to the Head at the School, returnable to him immediately. (12737) 132022

WIRRAL
METROPOLITAN BOROUGH OF WIRRAL
PLESSINGTON HIGH SCHOOL
Woodland Road, Rock Ferry, Birkenhead L42 4NT.
11 - 18 Mixed comprehensive 1100 on roll.
REQUIRED FOR 1st SEPTEMBER, 1983 ASSISTANT TEACHER SCALE 1 FOR COMPUTER STUDIES, with some Mathematics. Ability to teach CSE and 'O' level in the first instance. This is a new post, candidates who have applied for other appointments in the school should re-apply.
Applications by letter direct to Headmaster at the school with full curriculum vitae and two testimonials. Closing date 18th June, 1983. (10412) 132022

Economics

Heads of Department

DURHAM
COUNTY COUNCIL
BISHOP BARRINGTON COMPREHENSIVE SCHOOL
Bishop Auckland
1190 on roll, 11 - 18 years
HEAD ECONOMICS - Salary Scale 2 - Well qualified and experienced teacher required, for January, 1984, or earlier if possible, where courses to C.S.E., G.C.E. O and A Level are fully established within the Business Studies Department.
Stamped addressed envelope for application form and further details to Area Education Office, Kingsway, Bishop Auckland, Co. Durham.
Closing date for receipt of applications 20th June, 1983. (10531) 132218

Scale 2 Posts and above

BARNET
LONDON BOROUGH
HASMONEAN SCHOOL
Holders Hill Road, Hendon, NW4
01-203 1411
V.A. Boys' Comprehensive.
Roll 563
Sixth Form 130.
(J.S.S.M.)
Required September 1983, qualified graduate to teach ECONOMICS to A & S-level. Ability to teach Law to A-level or another Humanities subject an advantage. Scale 2 available for applicant with suitable experience.
In approved cases assistance may be given towards the payment of removal expenses and separation allowances.
Apply in writing to Head Teacher with full c.v. and names of two referees, S.A.E. (12702) 132220

Scale 1 Posts

BERKSHIRE
LANGLEY COUNTY GRAMMAR SCHOOL
Reddington Drive, Langley, Slough
N.O.R. 680 (177 in 6th)
Required September 1983 at this co-ed grammar school GRADUATE FOR ECONOMICS (Scale 1) to O and A level and some O level Commerce. The applicant will be required to teach some A level Business Studies.
Further details and application form from headmaster (sae). Berkshire County Council is and equal opportunity employer. (04681) 132222

DERBYSHIRE
ST. ELPHIN'S SCHOOL FOR GIRLS
Darley Dale, Matlock
ECONOMICS GRADUATE required. See Independent Schools section. (05825) 132222

ESSEX
WESTCLIFF HIGH SCHOOL FOR BOYS
Kenilworth Gardens, Westcliff-on-Sea.
Tel: Southend 75443.
ECONOMICS Scale 1.
Required September, Graduate to teach Economics to 'A' level and to offer another subject. Academic Sixth of 220; good facilities.
Apply by letter as soon as possible to Headteacher; c.v.; two referees (foolscap s.a.e. please). (12698) 132222

BUCKINGHAMSHIRE
Sir William Borlase's School, see main advert under Secondary Geography Scale 1.

Cheshire

Application forms (send sae,) unless otherwise stated, are obtainable from the Head of the school concerned, to whom they should be returned as soon as possible. Assistance with removal expenses is given in approved cases.

J R G TOMLINSON MA
Director of Education

Unless otherwise stated, all posts are to commence September 1983 and application forms are to be returned by 10 June 1983.

HEADS OF DEPARTMENT

HEAD OF CRAFT, DESIGN AND TECHNOLOGY: SCALE 3
Woodford Lodge Comprehensive,
Woodford Lane West, Winsford, CW7 4EH.
Well-qualified and experienced, with a particular interest in Design Education, for January, 1984. Ability to teach GED to 'A' Level would be an advantage.
Woodford Lodge is a purpose built Comprehensive, with 1600 pupils on roll, 125 in 6th Form. Facilities in the Design Faculty are outstanding. There are a wide range of courses taught to CSE/'O'/'A' Level.
Completed application forms should be returned by Friday 17th June.

SCALE 2 POSTS AND ABOVE

COMPUTER STUDIES/MATHEMATICS – SCALE 3
Woolston High,
Holes Lane, Woolston, Warrington, WA1 4LS.
Tel: No. Padgate 816848
11–18 mixed Comprehensive – 1200 pupils on roll.
Required for January 1984, or earlier if possible.

ENGLISH SCALE 2/3
Ryles Park County High,
Ryles Park Road, Macclesfield.
Tel: Macclesfield 29621

MATHEMATICS: SCALE 2
Tytherington County High,
Manchester Road, Macclesfield.
Tel: Macclesfield 610220.
I/c computer studies.

COMPUTER STUDIES & MATHS: SCALE 2
Macclesfield County High,
Fence Avenue, Macclesfield.
Tel: Macclesfield 22136.

CHEMISTRY: SCALE 2
Bewsey County High,
Clapgates Road, Warington, WA5 5AJ.
A graduate to take responsibility for the subject and make a significant contribution to the overall work of the Science Department.

PE
Whitby Comprehensive,
Sycamore Drive, Ellesmere Port.
1600 on roll, mixed, large 6th Form. Well-established comprehensive.
Ability to offer Mathematics would be an advantage.

BOYS' PE & SCIENCE (CHEMISTRY)
The Ruskin County High,
Ruskin Road, Crewe.
Tel: Crewe (0270) 60514.
Group 10. 860 on roll. 11–18 Comprehensive.
PE 2/3: time-table: Combined Science (Years 1 and 2) and Chemistry (Year 3): 1/3 time-table. PE facilities and Science Laboratories are good.

RELIGIOUS EDUCATION/HUMANITIES
St Gregory's R C High,
Cromwell Ave., Westbrook, Warrington.
New purpose-built Comprehensive, opened in September 1981.
An interest in History desirable but not essential. Please apply as soon as possible.
Application forms and further details available from and returnable to the Chairman of Governors at the school.

1. FRENCH
2. MATHS
3. BOYS' PE
The Grange County Comprehensive,
Latham Avenue, Runcorn, WA7 5DX.

1. ENGLISH
2. FRENCH
3. RE/SOCIOLOGY
Dean Row County High,
Dean Row Road, Wilmslow.
Tel: Wilmslow 527911.
1. Graduate to teach to 'O' level. Temporary post for 1 year.
2. Graduate to teach to 'A' level and 'S' level, Grammar School girls in 6th Form. Scale 2 for suitably qualified and experienced candidate.
3. To teach sociology to 'A' level and R.E. to CSE. Part-time post.

MUSIC
Penketh High,
Heath Road, Penketh, Warrington.
Tel: Penketh 2298/6523.
Required for september 1983 or January 1984, full-time instrumentalist who will encourage group music-making, particularly in modern music. Scale 11 post is available for a suitably qualified and experienced applicant. Please apply by letter to the Headmaster as soon as possible.

1. BIOLOGY
2. HOME ECONOMICS
Henbury County High,
Whirley Road, Macclesfield.
Tel: Macclesfield 610220.
820 pupils – Mixed 11–18 comprehensive.
1. Well qualified, to teach up to 'A' level together with some teaching of Nuffield Combined Science in Years 1 and 2.
2. A well qualified teacher of Home Economics and Needlework to teach throughout the school. Good facilities available.
Please ring the Headmaster.

SCALE 1 POSTS

FRENCH/ENGLISH
Fallibroome County High,
Priory Lane, Macclesfield.
Tel: Prestbury 827898

1. ENGLISH (2 POSTS)
2. BIOLOGY
3. GERMAN
4. GIRLS' PE (TEMPORARY)
Poynton County High,
Yew Tree Lane, Poynton,
Tel: Poynton 871811
No on roll 1620 with 250 in 6th Form.

BOYS' PE & GAMES
Victoria Community High,
West Street Extension, Crewe, Cheshire.
Well qualified teacher required.
Closing date: June 17 1983

ENGLISH/DRAMA
Fallibroome County High,
Priory Lane, Macclesfield.
Tel: Prestbury 827898

1. MODERN LANGUAGES (2 POSTS)
2. GIRLS' PE & HUMANITIES
Rudheath High,
Shipbrook Road, Rudheath, Northwich.
Tel: Northwich 2515.
1. 11–16 Comprehensive, with good facilities including a language laboratory and a wide range of AV resources. The successful candidate will be expected to teach mainly French (German, the second language, is introduced in Year 3) across the ability range.
2. Required for 1 September 1983. Ability to offer some lowr school Science would be an advantage. The school has excellent facilities including a Leisure Centre, tennis courts and extensive playing fields.

1. ENGLISH
2. PE
Macclesfield County High.
For school details see under Scale 2 Posts.

GERMAN
Knutsford County High;
Bexton Road, Knutsford.
Tel: Knutsford 2277
To teach 2nd year and up to 'A' level.

BOYS' PE & ENGLISH (TEMPORARY)
Woolston High,
Holes Lane, Woolston, Warrington, WA1 4LS.
Tel: Padgate 816848
11–18 mixed Comprehensive – 1200 pupils on roll.

BOYS' PE & MATHEMATICS
Kingsway High,
Newton, Chester, CH2 2LB.
12–18 mixed comprehensive.
An interest in outdoor pursuits would be an advantage. The position is suitable for a teacher seeking a first post.

PHYSICS
Upton-by-Chester County High,
St James' Avenue, Upton-by-Chester, CH2 1NN.
To teach throughout the school including 'O' and 'A' level – in a large well established department.
Apply by letter to the headmaster giving details of qualifications and experience together with the names of two referees.

FRENCH & GERMAN
Beamont County High,
Long Lane, Warrington.
Tel. Warrington 571104.
11–16 Comprehensive.

ENGLISH
Weaverham High,
Lime Avenue, Weaverham, Northwich, CW8 3HT.
Tel: 0606 852120.
Graduate for this 6/7 form entry 11–16 Comprehensive in a delightful semi-rural area of mid-Cheshire. (880 pupils).
Closing date 17th June 1983.

1. ENGLISH
2. CRAFT, DESIGN & TECHNOLOGY
Woodford Lodge Comprehensive.
For School details see under Heads of Department.
1. To teach to 'O'/CSE level with a particular interest in teaching to average and less able pupils.
2. 1 term temporary appointment for September 1983. Ability to teach to 'A' level an advantage. Facilities in the Design Faculty are outstanding. There is a wide range of courses taught to CSE/'O'/'A' level.
Completed application forms should be returned by Friday, 24th June.

MODERN LANGUAGES
Woolston County High,
Holes Lane, Woolston, Warrington, WA1 4LS.
Tel: Padgate 816848.
11–18 mixed Comprehensive – 1200 pupils on roll.
Required for September 1983, for one term, able to offer French and/or German.
Application forms to be returned by 17 June.

PHYSICS
Priestly College,
Menin Avenue, Warrington.
Developing VIth form colleges.
Excellent opportunity for newly-qualified graduate teacher to work at 'O' and 'A' level.
Application form and further details available from the Principal.
Closing date 17th June.

SECONDARY ECONOMICS
continued

HILLINGDON
LONDON BOROUGH OF HILLINGDON

BISHOP RAMSEY C.E. SCHOOL
Warrender Way, Ruislip, Middlesex HA4 8EE

(number on roll- 1044, 135 in Sixth Form).

Required for September 1983, a teacher of ECONOMICS with Statistics and/or Computer Studies, Scale 1, to join a lively and expanding department in this 11 - 18 all-ability Voluntary Aided School, operating on a split site.

Please apply in the first instance by letter to the Head of the School, stating the names and addresses of two referees.

Outer London Allowance Payable. (10070) 132222

SHEFFIELD
CITY OF SHEFFIELD EDUCATION DEPARTMENT
ABBEYDALE GRANGE SCHOOL
Hastings Road, Sheffield S7 2GU
11 - 18 mixed comprehensive of 1500 pupils
Required for September 1983 a teacher of Economics up to 'A' level.
Further details and application forms are obtainable from the Headteacher at the school to whom completed forms should be returned within 10 days of the appearance of this advertisement. (06547) 132222

STATES OF GUERNSEY EDUCATION COUNCIL GUERNSEY GRAMMAR SCHOOL
(Re-advertisement)
Required for September 1983 or January 1984 a teacher of Economics for this new Grammar School. A good honours degree is essential since there will be a substantial amount of 'A' level work. Scale 1 or II according to experience.
Further details and application forms are available from the Director, States of Guernsey Education Council, P.O. Box 32, La Couperderie, St. Peter Port, Guernsey, to whom completed forms should be returned by 20th June, 1983. (00815) 132222

English

Heads of Department

BUCKINGHAMSHIRE
COUNTY COUNCIL
QUARRENDON COUNTY SECONDARY
Weedon Road, Aylesbury, Bucks. HP19 8PG
Head Teacher: Mr. R. Canwell, B.A.
Roll 790
Required: For January 1984, a Head of English (Scale 4) to lead a successful department in a 12 - 18 Secondary School. Applicants should be experienced in teaching courses towards C.S.E., G.C.E. 'O' and 'A' level; should have experience of mixed ability teaching; an interest in Drama; and an understanding of multi-ethnic pupils.
Assistance with removal expenses is given in approved cases.
Application form (s.a.e.) from, and to be returned to, the Headteacher. (10633) 132418

DURHAM
COUNTY COUNCIL
CHESTER-LE-STREET HERMITAGE COMPREHENSIVE SCHOOL
990 on roll, 11 - 18 years
HEAD OF ENGLISH DEPARTMENT - Salary Scale 4 - Well qualified and experienced graduate required for January, 1984, or earlier if possible to organise the subject throughout the school. Proven ability to teach to G.C.E. A level is essential.
Stamped addressed envelope for application form and further details to Area Education Office, The Education Centre, Front Street, Stanley, Co. Durham.
Closing date for receipt of applications 20th June, 1983. (10529) 132418

ISLE OF WIGHT
COUNTY COUNCIL
MEDINA HIGH SCHOOL
Fairlee Road, Newport, Isle of Wight PO30 2DX
Age Range 13 - 18
1304 On Roll
Required for January 1984, HEAD OF ENGLISH (Scale 4).
Applications are invited for this senior post within the school from well qualified and experienced teachers with vision and leadership qualities, to continue the development of this successful Faculty. Ability to lead a very energetic team would be expected with interests in curriculum development and innovation.
Application forms are obtainable from the Head Master (please enclose s.a.e.) to whom they should be returned not later than 17th June 1983. (10676) 132418

Scale 2 Posts and above

DURHAM
COUNTY COUNCIL
BISHOP AUCKLAND ST. JOHN'S R.C. COMPREHENSIVE SCHOOL
909 on roll, 11 - 18 years
ENGLISH/LIBRARY - Salary Scale 2 - Well qualified and experienced teacher required for January, 1984, or earlier if possible.
Preference will be given to Roman Catholic candidates for this post.
Stamped addressed envelope for application form and further details to Area Education Office, Kingsway, Bishop Auckland, Co. Durham.
Closing date for receipt of applications 20th June, 1983. (10528) 132420

MID GLAMORGAN
COUNTY COUNCIL
Education Committee
Teaching Staff
MERTHYR TYDFIL DISTRICT COMPREHENSIVE SCHOOL
Cyfarthfa High
Honours Graduate in English to teach the subject to C.S.E., 'O' and 'A' level. The successful applicant will be expected to share in the running of the department. Scale 2.
application forms, to be returned by 15th June, 1983, obtainable on receipt of a stamped addressed foolscap envelope from the District Education Officer, District Education Office, Pont-Morlais, Merthyr Tydfil [illegible] (10525) 132420

WAKEFIELD
CITY OF WAKEFIELD METROPOLITAN DISTRICT COUNCIL
OUTWOOD GRANGE SCHOOL
MIXED COMPREHENSIVE (11 - 18)
(1881 on roll)
Required for September 1983, or as soon as possible thereafter, a Scale 3 well qualified and experienced TEACHER OF ENGLISH to be second in a strong and successful English Department. Ability to teach English at all levels to C.S.E., 'O', 'A' and 'S' level. There will be a strong commitment to 6th form work for a suitable candidate. Further details on request.
Application forms available on receipt of a s.a.e., from Chief Education Officer, Education Department, 8 Bond Street, Wakefield, to be returned within 14 days of the date of this advertisement.
Unless applicants receive notification within 6 weeks of the specified closing date, would they please assume they have been unsuccessful. In the interests of economy individual letters will not be sent. (10550) 132420

Staffordshire Education Committee
Glascote Comprehensive School
Silver Link Road, Tamworth B77 2EA
Applications are invited from teachers able to offer the following subjects (all Scale 1 posts) for appointment in September, 1983, to this new and developing 11–18 school:

1. GEOGRAPHY
2. ART
An interest in Fine Art and Drawing would be an advantage.
3. ENGLISH (2 posts)
4. MATHEMATICS (2 posts)
The ability to teach computer studies would be an advantage.
5. HOME ECONOMICS
The ability to teach Needlework and/or Child Care and development would be an advantage.
6. ART with CRAFT, DESIGN and TECHNOLOGY
7. TYPEWRITING/OFFICE PRACTICE
Applicants will be expected to offer another subject, possibly English.
8. BOYS' PHYSICAL EDUCATION
Applicants should state the second subject they can offer.
Application forms obtainable from and returnable to the Headteacher (sae).
All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union.

WILTSHIRE

THE COMMONWEAL SCHOOL
The Mall, Swindon SN1 4JF

Headmaster: M.R. Salt, B.A.

(N.O.R. 1087)

REQUIRED SEPTEMBER, 1983

An experienced TEACHER, Scale 3, as second in ENGLISH Department, able to contribute fully to the teaching of English throughout the school, and to take a major role in the administration of the large Faculty of Communications.

In addition, the person appointed will be expected to play their part in the pastoral, and tutorial programme across the school.

The school will be reorganised from September 1983, to become a seven form entry, 11 - 16, comprehensive school drawing from a large, and socially mixed catchment area.

Applications by letter, to the Headmaster, with names of two referees, as soon as possible, enclosing S.A.E. Further details available from the school (S.A.E.). (12798) 132420

Scale 1 Posts

AVON COUNTY
BEECHEN CLIFF SCHOOL
Alexandra Park, Bath
(11 - 18 Boys' Comprehensive, 1300 on roll. 230 in the Sixth Form)
Required for September 1983: A Graduate teacher of English to teach throughout the School, including 'A' level work. Scale 1. The ideal candidate would be well qualified, young, vigorous and enterprising; able to work with and contribute to a developing Department of 8 full-time and a number of part-time staff; and willing to contribute to curricular development at all levels. Approximately half our pupils take 'O' level. An interest in Drama or Classics would be an advantage.
Please apply by letter to the Headmaster enclosing curriculum vitae and the names of two referees. Closing date: 13 June 1983. Further details are available on request. (01108) 132422

AVON COUNTY
CHURCHILL SCHOOL
Churchill, Bristol BS19 5QN
Required from 1st September 1983 at this rural mixed 11 - 18 comprehensive of 1450 pupils, 15 miles south of Bristol. A Scale 1 teacher of English.
Apply to the Headmaster, sending SAE and the names of two referees. (10041) 132422

AVON
MERRYWOOD BOYS' SCHOOL
[illegible]
Group 11 (1150 boys) 11 - 18
A teacher of English is required for September 1983, or January 1984 to act as second in the Department on a Scale 3 allowance (plus S.P.A.).
Letters of application including the names of two referees to the Headmaster at the school as soon as possible. (00824) 132422

BARKING AND DAGENHAM
LONDON BOROUGH OF BARKING AND DAGENHAM
ROBERT CLACK COMPREHENSIVE SCHOOL
Gosfield Road, Dagenham, Essex
(Roll 1521)
Required for September 1983: ENGLISH - A well-qualified teacher to teach across the ability range; the subject is taught to CSE, 'O', CSE and 'A' level. Ability to teach Greek Literature in translation would be most desirable. Scale 1 plus Inner London Allowance.

BARKING ABBEY COMPREHENSIVE SCHOOL
Sandringham Road, Barking, Essex
(Roll 1360 - 100 in Sixth Form)
Required for September 1983: A well-qualified teacher, to teach English to C.S.E., G.C.E. 'O' and 'A' level. Scale 1, plus Inner London Allowance (£938 per annum); Reimbursement of removal expenses in approved cases.
Apply in writing immediately to the Headteacher concerned, giving full curriculum vitae and the names and addresses of two referees, one of whom should be, where appropriate, your present or immediate past employer. (06590) 132422

BERKSHIRE
WAINGEL'S COPSE SCHOOL
Denmark Avenue, Woodley, Reading RG5 4RF
N.O.R. 1350 (11 - 18 mixed comprehensive)
Required September 1983 TEACHER OF ENGLISH AND DRAMA (Scale 1) (Graduate). Candidates should be willing to teach both subjects across the whole age and ability range.
Application form and further details from the headmaster at the school (sae please). Closing date 14 June.
Berkshire County Council is an equal opportunity employer. (10222) 132422

BERKSHIRE
THE FOREST SCHOOL
Robin Hood Lane, Winnersh, Berks.
N.O.R. 1084 (Boys comprehensive 180 6th form)
Required September 1983 TEACHER OF ENGLISH (Scale 1) to teach to all ages and ability levels.
Details and application forms from the headmaster, Forest School, Robin Hood Lane, Winnersh, Berks. (sae please). Closing date 14 June 1983.
Berkshire County Council is an equal opportunity employer. (10235) 132422

BERKSHIRE
TURNPIKE SCHOOL
Avon Way, Newbury, Berks.
N.O.R. 750 (11 - 18 mixed)
Required September 1983 TEACHER OF ENGLISH (Scale 1). Purpose built English suite. Work up to CSE and O level.
Further details and application form from headmaster (sae please). Closing date 13 June.
Berkshire County Council is an equal opportunity employer. (10236) 132422

CAMBRIDGESHIRE
PARKSIDE COMMUNITY COLLEGE
Required for September in this 11 - 16 comprehensive school, teacher of ENGLISH (Scale 1). Interest in Drama an advantage.
Apply by letter with full c.v. to the Principal, Parkside Community College, Parkside, Cambridge CB1 1EH. Tel: 0223 352828. (10256) 132422

CAMBRIDGESHIRE

HUNTINGDON AREA

ERNULF COMMUNITY SCHOOL
Barford Road, St. Neots, Cambs.

8 - 9 Form Entry Community Comprehensive 11 - 19

Required for September, Scale 1 TEACHER of ENGLISH to work in a lively and successful department.

Apply, immediately, by letter to the Principal. Further details on receipt of SAE. (10252) 132422

CAMBRIDGESHIRE
ST BEDE'S SCHOOL (R.C.) COMP.
Required for September teacher of ENGLISH (Scale 1) to 'O' level and C.S.E. available. Interest in Drama an advantage.
Application form/details from Headmaster, Birdwood Road, Cambridge. (Tel: 0223-248660). (12743) 132422

CAMBRIDGESHIRE
COLERIDGE COMMUNITY COLLEGE
Required for the Autumn Term only temporary teacher of ENGLISH (Scale 1) in this 11 - 16 community college (Roll 674).
Send large S.A.E. for form and details to Principal, Radegund Road, Cambridge CB1 3RJ. (12741) 132422

DEVON
Please see displayed advertisement on page 51. (10689) 132422

DORSET
AVONBOURNE SCHOOL
Harewood Avenue, Bournemouth
(11 - 16 years, 1000 girls)
Required September 1983, for one year only in first instance, teacher of English, Scale 1. Work across the ability range up to fifth year including C.S.E. Large supportive department.
Apply immediately by letter with curriculum vitae and the names and addresses of two referees to the Headmistress. S.a.e. please if acknowledgement required. (10513) 132422

DUDLEY
METROPOLITAN BOROUGH

THE HILLCREST SCHOOL AND COMMUNITY COLLEGE
Simms Lane, Netherton, Dudley, West Mids.

12 - 16+ co-ed. comp. Group 10

For September, enthusiastic and well qualified TEACHERS of ENGLISH as follows:
1. Permanent post to teach throughout age range. Suitable for new entrant.
2. Temporary one year post working 11 hours weekly in Lower School, age range 12 - 14 years.
Letters of application with c.v., and naming two referees to Principal without delay. (10090) 132422

EALING
LONDON BOROUGH EDUCATION SERVICE
CARDINAL WISEMAN HIGH SCHOOL
Greenford Road, Greenford, Middlesex
Required for September 1983 an honours graduate teacher of English part time 0.5 equivalent. The successful applicant must have wide teaching experience of preparing students for 'O' and 'A' levels. This 12 - 19 years mixed RC Comprehensive School has 1045 pupils on roll with 205 in sixth form. Applications from teachers holding the Catholic Teachers Certificate will be particularly welcome. Letters of application giving a full cv with names and addresses of three referees one of whom should be a priest well known to you, should be sent to the Headmaster of the school. Please send foolscap sae for further details of the post and school.
Forms obtainable from the Headmaster, Cardinal Wiseman High School, Greenford Road, Greenford, Middlesex to be returned to the school by 17 June 1983. (12666) 132422

EAST SUSSEX
BEACON SCHOOL
East Beeches Road, Crowborough TN6 2AS
(Comprehensive Mixed 11 - 18 2200 on roll - over 300 in Sixth Form)
Required September 1983, Well qualified teacher of English Scale 1, to join a lively and successful department. Ability to teach 'A' and 'O' level and A.E.B./S.E.R.E.B. joint 16+ examination classes and some lower school work would be helpful.
Relocation grants available in approved cases.
Application forms obtainable from the school, returnable to the Headmaster, (S.A.E. please). (04668) 132422

EAST SUSSEX
HAMPDEN PARK SCHOOL
Brodrick Road, Eastbourne BN22 9RQ
(Comprehensive, mixed 11 - 16, 905 on roll)
Required from September, Teacher of English (Scale 1).
Relocation grants available in approved cases.
Further details and application forms (s.a.e. please) from the Headmaster. (12694) 132422

EAST SUSSEX
WILLIAM PARKER SCHOOL
Parkstone Road, Hastings TN34 2NS
(Comprehensive Boys 11 - 18, Voluntary Controlled, 1,370 on roll - 300 in Sixth Form)
Required September 1983. A young, enthusiastic well-qualified teacher of English (Scale 1) to teach to O/C.S.E. level. Willingness to contribute to departmental and school activities would be a strong recommendation. Closing date 6th June 1983.
Relocation grants available in approved cases.
Application forms and further details from Headmaster. (S.A.E. please). (12691) 132422

EAST SUSSEX
SEAFORD HEAD SCHOOL
Arundel Road, Seaford BN25 4LX
Comprehensive, mixed 11 - 18, 1150 pupils
Required from September, a temporary Teacher of English (Scale 1) for the Autumn Term 1983, to share in the work of a large Department.
Further details and application form (s.a.e.please) from the Headmaster. (04827) 132422

EAST SUSSEX
WILLINGDON SCHOOL
Broad Road, Lower Willingdon, Eastbourne BN20 9QX
(Comprehensive, mixed 11 - 16, roll 850)
Required from September, a Teacher of English (Scale 1) able to teach across the full age and ability range. Applications welcome from newly qualified as well as experienced teachers.
Relocation grants available in approved cases.
Further details and application forms (s.a.e. please) from the Headmaster. (04830) 132422

EAST SUSSEX
PORTSLADE COMMUNITY COLLEGE
Chalky Road, Portslade, Brighton BN4 2WS
Mixed Comprehensive 11 - 18
N.O.R: 1500
Required September 1983 graduate to teach ENGLISH up to C.S.E and 'O' level; Scale 1. Possibility of 'A' level work later.
Relocation grant scheme available in approved cases.
Application forms and further details available from The Principal at the College. Closing date 17th June. (04631) 132422

ESSEX
CECIL JONES HIGH SCHOOL
Eastern Avenue, Southend-on-Sea.
Tel: 0702 68000.
(Roll 1350)
ENGLISH Scale 1.
Well qualified assistant for English in September to 'O' and 'A' level. Large and lively department.
Further information and forms available from Headteacher (foolscap s.a.e. please). (12697) 132422

HARROW
EDUCATION COMMITTEE
GAYTON HIGH SCHOOL
Gayton Road, Harrow HA1 2JG
Tel. No. 01-427 3266
Required for September 1983: A well qualified (experienced) and committed English specialist to teach 12 - 16 year old boys in this comprehensive school. The candidate will be expected to teach throughout the range, including C.S.E. and 'O' Level Language/Literature. Work is initially in mixed-ability groups leading to a division into 'O' Level and C.S.E. in the third year. Applicants should be willing and enthusiastic to participate fully in all aspect of department/work.
An ability and willingness to assist in the teaching of Religious Education on a Humanities subject would be an added advantage.
Appliation forms from and to be returned to the Headteacher by 15th June, 1983. Please enclose stamped addressed envelope.
HARROW IS AN EQUAL OPPORTUNITY EMPLOYER. (10682) 132422

HERTFORDSHIRE
ST. MICHAEL'S RC SCHOOL
High Elms Lane, Garston, Watford
Required September, Graduate teacher of English to teach throughout the school across the age and ability range up to A level. An ability to help with games and/or drama though not essential would be a consideration. Scale 1. + London fringe allowance £431.
Apply by letter to Headmaster including curriculum vitae and names and addresses of two referees. (10075) 132422

HERTFORDSHIRE
FEARNHILL SCHOOL
Icknield Way, Letchworth, Herts.
Group 10. Roll: 740
Fearnhill is an 11/18 School with a substantial 13+ intake from Bedfordshire, and is currently expanding.
Required for September 1983, TEACHER OF ENGLISH Scale 1, to join a lively, well resourced department to teach to at least 'O' level standard.
An interest in the development of drama and/or first year Intergrated Humanities would be an advantage.
Apply immediately by letter to the Headteacher, with curriculum vitae and names and addresses of 2 referees. (07000) 132422

HILLINGDON
LONDON BOROUGH OF HILLINGDON

BISHOP RAMSEY C.E. SCHOOL
Warrender Way, Ruislip, Middlesex HA4 8EE

(number on roll - 1044, 135 in Sixth Form).

Required for September 1983, a full-time teacher of English, Scale 1, in this 11 - 18 all-ability Voluntary Aided School, operating on a split site. Because of expansion, we are looking for someone preferably with a strong interest in Drama and/or Music to teach throughout the age and ability range in a lively expanding department.

Please apply in the first instance by letter to the Head of the School stating the names and addresses of two referees.

Outer London Allowance Payable. (10069) 132422

HOUNSLOW
THE HEATHLAND SCHOOL
Wellington Road South, Hounslow Middx
Tel: 01-572 4411
Headteacher: Mr Geoffrey J. Samuel J.P. M.A.
Roll 1400 (including 6th Form of 210)
Required September 1983 for this eight form entry mixed comprehensive school which opened in 1973 and which is situated on the edge of Hounslow Heath a Teacher of ENGLISH (Scale 1) to join a lively and enthusiastic team of graduates. The English Department which adjoins a well stocked Library and Resources Centre has a forward looking approach and is committed to high standards. There are courses to 'O' level and CSE at the end of the Fifth Year and a well established tradition of 'A' and 'S' level work in the Sixth Form. An opportunity to contribute to 'A' level teaching would exist for a suitably qualified candidate.
LONDON ALLOWANCE: £615 p.a.
Letter of application (no forms) to the Headteacher at the school within seven days giving details of qualifications and the names of two referees.
WE ARE AN EQUAL OPPORTUNITY EMPLOYER. (12605) 132422

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
ASHFORD DIVISION
THE TOWERS SCHOOL
Faversham Road, Kennington, Ashford, Kent
Roll: 1180 Co-educational
Required for September 1983 an enthusiastic and well qualified Graduate Teacher of English to teach to C.S.E. and 'O' level. A willingness and ability to take part in extra curricular activities and an interest in active tutorial work are highly desirable.
Application by letter to the Headmaster, Mr G.S. Foster, M.A. enclosing names and addresses of two referees.

GILLINGHAM DIVISION
RAINHAM SCHOOL FOR GIRLS
Roll: 1300
Qualified graduate required to teach French/English in this well equipped secondary school. Examinations are taken to C.S.E., 'O' and 'A' level.
Further information and application form available from Mrs. D.E. Snape, Headmistress, Rainham School for Girls, Derwent Way, Rainham, Kent (s.a.e. please).

MEDWAY DIVISION
ROCHESTER - WARREN WOOD SECONDARY BOYS' SCHOOL
Arethusa Road, Rochester, Kent
Group 7, 410 on roll
Required for September 1983 a teacher of ENGLISH, Scale 1 to teach throughout the school to C.S.E. and 'O' level. An interest in Drama together with an ability to offer other subjects will be advantage.
Letters of application plus curriculum vitae naming two referees to the Headmaster at the school.

SHEPWAY DIVISION
THE HARVEY GRAMMAR SCHOOL
Folkestone.
760 boys
Headmaster: B. Waller, B.A.
Required for September, a teacher of ENGLISH and GENERAL SUBJECTS. This is a temporary appointment for one year. The person appointed would teach English for about half the week (level and amount according to experience or qualification), and would contribute to 5th and 6th form General Studies. Applicants should state subjects offered. Help with games might also be useful.
Apply by letter to the Headmaster, enclosing curriculum vitae, names of two referees, and S.A.E. Further details (S.A.E.).

SWALE DIVISION
THE SHEPPEY SCHOOL
Headmaster: R.O. Barson, B.A.
Fully comprehensive mixed upper school 13 - 18 years. 1800+ on roll
ENGLISH SCALE ONE. For September 1983.
A well qualified applicant is sought to teach English throughout the ability range within the English Faculty.
Letters of application, together with curriculum vitae and names and addresses of two referees to The Headmaster, The Sheppey School, Minster Road, Minster, Sheppey, Kent, as soon as possible please.

TUNBRIDGE WELLS DIVISION
ANGLEY HIGH SCHOOL
Cranbrook, Kent
Roll 1050 (Mixed)
Required for September, Graduate teacher to teach ENGLISH in a well-established Department.
Opportunities available to teach at all levels of ability up to 'O' level. The Department is to develop a Lower resource bank of the new School materials and the new teacher would be expected to contribute well within a team exploring this area.
Applications by letter, including the names and addresses of two professional referees, to the Headmaster as soon as possible. (12746) 132422

SECONDARY ENGLISH
continued

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
MIRFIELD HIGH SCHOOL
Kitson Hill Road, Mirfield, West Yorkshire WF14 9EZ
(REF 202)
Required for 31st August 1983, graduate teacher of ENGLISH, SCALE 1, to teach up to 'A' level in this 13 - 18 comprehensive school.
Letters of application with curriculum vitae and names of two referees to the Headmaster within 14 days of this notice in the press. (04812) 132422

LEICESTERSHIRE

MARY LINWOOD SCHOOL
Trenant Road, Leicester

11 - 16 Comprehensive Roll: 1092

ENGLISH SCALE 1

Required August, an enthusiastic teacher to join a large department to teach English throughout the school to 'O' level and C.S.E. Opportunities to teach some Drama and Basic Studies.

Further details from the Head (SAE). Apply immediately (no forms) with full particulars and names and addresses of two referees (SAE). (06568) 132422

LEICESTERSHIRE

ROWLEY FIELDS SCHOOL AND COMMUNITY COLLEGE
Lyncote Road, Leicester

11 - 16 Comprehensive Roll: 854

ENGLISH SCALE I

Required August for one year, to cover secondment. An experienced teacher for English throughout the school to 'O' and C.S.E. levels.

Further details from the Head (SAE). Apply immediately (no forms) with full particulars and names and addresses of two referees (SAE). (06574) 132422

NORTH YORKSHIRE
COUNTY COUNCIL
WHITBY SCHOOL
Prospect Hill, Whitby YO21 1LA
(Comprehensive 14 - 18, 1000 pupils)
Required in September 1983, a teacher (Scale 1) of ENGLISH and MEDIA STUDIES (CSE Mode 3). Some 'A' level English is required as well as C & C/CSE/'O' level.
Application forms and further details from the Headmaster (s.a.e. please) to whom applications should be addressed within 2 weeks of this advertisement. (04820) 132422

LINCOLNSHIRE

DEEPINGS COUNTY SECONDARY SCHOOL

See under Modern Languages. (12655) 132422

OLDHAM
OLDHAM METROPOLITAN BOROUGH

ENGLISH TEACHER SCALE 1 (with some GEOGRAPHY)

FITTON HILL SCHOOL
Rosary Road, Oldham.

Required for September 1983 at this 11-16 mixed comprehensive school of about 640 pupils.

Social Priority Allowance payable.

Send s.a.e. for application form to the Head at the school, returnable to him immediately. (12736) 132422

OLDHAM
OLDHAM METROPOLITAN BOROUGH

ENGLISH SCALE 1 (Temporary)

NORTH CHADDERTON SCHOOL
Chadderton Hall Road, Chadderton, Oldham.

Required for September 1983 at this 11-16 mixed comprehensive school of about 1200 pupils, for temporary post to December 1983 during maternity leave. Graduate required to teach to fifth form examination level. English is taught largely in mixed ability groups, therefore some commitment towards this style of teaching an advantage.

Send s.a.e. for application form to the Head at the School, returnable to him by 17th June 1983. (12734) 132422

OXFORDSHIRE
COUNTY COUNCIL
PEERS SCHOOL
Oxford OX4 5JY
Mixed Upper School (13 - 19) of 1050 Pupils with 160 in the 6th Form
REQUIRED FOR SEPTEMBER 1983, two temporary appointments for one year primarily in the teaching of English. A strong department is looking for teachers with an interest in all aspects of English teaching including links with a new Expressive Arts Curriculum area. An interest in remedial education and/or the teaching of a 'Family Care' course for older students would be an advantage in one or both posts.
Apply by letter, in the first instance quoting two referees, to the Headteacher, from whom further details are also available. SAE please. (10217) 132422

OXFORDSHIRE
COUNTY COUNCIL
CHILTERN EDGE SCHOOL
Reade's Lane, Sonning Common, Reading RG4 9BA
11 - 16 Comprehensive 1,100 on roll
REQUIRED FOR SEPTEMBER 1983, a TEACHER OF ENGLISH to join a vigorous and flourishing department, which is strong in oral skills, most of the teaching is done in a purpose built English/Library resources block.
Apply at once to Headteacher giving full curriculum vitae, names of two referees, and stating particulars interests. SAE please. (12717) 132422

SHEFFIELD
CITY OF SHEFFIELD EDUCATION DEPARTMENT
NEWFIELD SCHOOL
Lees Hall Road, Sheffield S8 9JP
Required for September 1983, a teacher of English Scale 1.
Application forms and further details are available from the Headteacher, to whom completed forms should be returned by no later than 20 June, 1983. (10212) 132422

SOLIHULL
EDUCATION COMMITTEE
LANGLEY SCHOOL
Kineton Green Road, Olton, Solihull, West Midlands, B92 7ER
Telephone 021 706 9771
TEACHER OF ENGLISH AND DRAMA Scale 1
Required for September 1983 in this 11 - 16 all ability School, for one year only.
Apply by letter to the Headteacher enclosing c.v. and s.a.e. (10280) 132422

SUFFOLK
THOMAS MILLS HIGH SCHOOL
Saxtead Road, Framlingham, Woodbridge IP13 9HE
11 - 18, 780 pupils, 200 in Sixth Form
Required for September 1983, qualified Teacher of English to teach to G.C.E. 'O' level, C.S.E. and C.E.E. Scale 1 post.

STOWUPLAND HIGH SCHOOL
Church Road, Stowupland, Stowmarket.
(Mixed comprehensive 13 - 18: 730 on roll
Required for September, 1983, an English teacher (Scale 1), to teach across the age and ability range.
Closing date: 17th June, 1983.
Forms and further details available from Headteacher at the school concerned (s.a.e. please) to whom they should be returned. (06764) 132422

Application forms for the following appointments, except where otherwise stated, are obtainable from and returnable to the Head Teachers by the dates stated. A stamped addressed envelope (A4 size) should be enclosed with all requests for application forms.

HEADTEACHERS
Primary

Plym View Junior Mixed and Infants School,
Blandford Road, Efford, Plymouth, PL3 6JA.
Head (Group 4) £10,572–£11,784
Required for January 1984. Applications are invited for this reorganised school which is to be formed through the amalgamation of the present Infant and Junior Schools. Closing date 17th June, 1983.

Drake Primary School,
Saltash Road, Keyham, Plymouth
Head (Group 4) £10,572–£11,784
Required January 1984. Further details and application forms (s.a.e. required) from the Area Education Officer, Civic Centre, Plymouth PL1 2EW. Closing date 15th June, 1983.

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DEPUTY HEADTEACHERS
Secondary

Ilfracombe School and Community College,
Worth Road, Ilfracombe EX34 9JA. (Roll 1,451)
Deputy Head (Group 4) – Community Education
Required for January, 1984 or earlier, a well qualified and experienced person to act as Deputy Head (Community Education). The post involves the leadership of a committed team in a well-established Community College. Applicants should have experience in adult/youth work, be familiar with school/college organisation, and be sympathetic to developing a unitary approach. There will be a good deal of evening and weekend work. He/she will be a member of the senior management team and thus will have a key role in planning and development. Closing date 17th June, 1983.

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SCALE POSTS
Secondary

Whitleigh Secondary School,
Lancaster Gardens, Whitleigh, Plymouth PL5 4AA
Scale 2 – Needlework
Required for September 1983 to be responsible for needlecraft, textile craft etc. throughout the school. Scale 2 available for suitable applicant. Closing date 17th June, 1983.

The Ridgeway School,
Moorland Road, Plympton, Plymouth PL7 3BH
Scale 2 – Mathematics
The school is being reorganised as an 11–18 comprehensive school with the first all ability intake in September 1983. Post 16 courses will commence in September 1984. Required for September 1983 graduate to teach the full age and ability range. Closing date 17th June, 1983.

Kings Tamerton Secondary School,
Trevithick Road, St, Budeaux, Plymouth PL5 2AF
Two posts – Required for September 1983:
1. Scale 2 – Physical Education
Experienced and enthusiastic specialist to be in charge of girls' PE and to be second in charge of the Department as a whole.
2. Scale 1 – Mathematics
A well qualified mathematician to teach the full range of abilities up to and including GCE 'O' level. It would be an advantage if the candidate could offer some general science teaching.
Closing date 17th June, 1983.

Penlee County Secondary School,
Somerset Place, Stoke, Plymouth PL3 4BD
Scale 1 or 2 (Two Posts)
Required for September 1983:
1. Craft/Design/Technology (Metal Bias)
To develop imaginative design based courses and examination work to CSE and GCE 'O' level. An interest in Control Technology would be advantageous.
2. Music
To cover both Lower School and CSE/GCE 'O' level. Candidates must be prepared to develop the School Choir and Band.
Scale 2 available for both posts to suitably qualified applicants.
Closing date 17th June, 1983.

Devonport High School For Boys,
Paradise Road, Stoke, Plymouth PL1 5QP
Two posts – Required for September 1983.
1. Scale 1 or 2 – Art
To teach Art throughout the school to GCE 'A' level. Scale 2 post available for suitably qualified candidates.
2. Scale 1 – Geography
To teach Geography throughout the school. Ability to offer some Computing or Mathematics an advantage.
Closing date 17th June, 1983.

Southway School,
Rockfield Avenue, Southway, Plymouth PL6 6DY
Three Posts
Required for September 1983.
1. Scale 1 or 2 – Technology
Technologist with an interest and/or experience in Design/Control/Project technology to CSE and 'O' level and eventually 'A' level. Two well equipped technology laboratories.
2. Scale 1 – Computer Studies/Mathematics
Well qualified (graduate preferred) candidate to teach across the 11–18 age and ability range. An interest in computing across the curriculum particularly desirable. Fully equipped computer suite.
3. Scale 1 – Mathematics
Well qualified candidate to teach across the 11–18 age and ability range. An interest in computing is welcome but not essential.
Closing date 17th June, 1983.

Eggbuckland School,
Westcott Close, Eggbuckland, Plymouth PL6 5YB
Scale 1 (Four Posts)
Required for September 1983 well qualified and enthusiastic teachers.
1. Mathematics
To teach across a wide range of age and ability including mixed ability groups. Experience of teaching computing would be useful but not essential. Ability to respond to the needs of the individual pupil and to work within a team necessary.
2. Physical Science
To teach combined science in the Lower School, to participate in the Upper School Physical Science course and to assist in specialist Chemistry work up to 'A' level.
3. Craft Design Technology – Readvertisement
To work as part of the CDT team. Expertise in Electronics and Technology is required.
4. English
To teach English throughout the school. The successful candidate must be committed to resource-based learning in English.
Closing date 17th June, 1983.

Ivybridge School and Community College,
Harford Road, Ivybridge PL21 0JA
Scale 1 – Three Posts
Required for September 1983.
1. Commercial Subjects
To teach Commercial Subjects and Typing throughout the school.
2. Mathematics
To teach Mathematics in the main school mainly with pupils up to CSE. Please state other interests.
3. Science and PE (Boys)
To teach Science, Boys Physical Education and Games. Science in the main school and Nuffield Combined Science in the Lower School.
Closing date 17th June, 1983.

Plymstock School,
Church Road, Plymstock, Plymouth PL9 9AZ.
(Roll 1,450)
Scale 1 (Two Posts)
Required from September 1983.
1. (Temporary) Art
For one year to replace teacher on secondment. Applicants should state other subjects offered. Closing date 15th June, 1983.
2. Science, Woodwork, PE
To take a combination of two of the above subjects. Closing date 17th June, 1983.

Ford County Secondary School,
Auckland Road, Ford, Plymouth PL2 3BQ
Scale 1 – Science
Required for September 1983. To be second in an expanding department with new laboratories – to teach Science throughout the school, with a special interest in Physics. Closing date 17th June, 1983.

Pilton School and Community College,
Chaddiford Lane, Barnstaple EX31 1RB. (Roll 1,320, mixed comprehensive 11–16)
Scale 1 – Mathematics
Required for September 1983. To teach a mixture of modern and traditional topics across age and ability range. A minor commitment to teach Social Sciences (Economics, Geography or History) is essential. Closing date 24th June, 1983.

Devonport High School FOR GIRLS,
Lyndhurst Road, Peverell, Plymouth PL2 3DL
Scale 1 – Mathematics
Required for Septemer 1983 a teacher of Mathematics. A half day a week is required to teach a Sixth Form "service" Mathematics course. Familiarity with calculus and statistics is an advantage. Closing date 17th June, 1983.

Tamar High School,
Paradise Road, Stoke, Plymouth PL1 3QW
Scale 1 – Home Economics/Needlecraft
Required for September 1983 a teacher of Home Economics/Needlecraft to CSE and GCE 'O' level. Closing date 17th June, 1983.

Okehampton School and Community College,
Mill Road, Okehampton EX20 1PW
Scale 1 – Physical Science
Required for September 1983 a graduate of Physical Sciences, preferably with an applied interest, eg Engineering or Electronics or Computer Science. The successful applicant will be expected to be involved with at least two school departments including Science, Mathematics or Engineering. Recently qualified teachers seeking first appointments would be particularly welcome. Closing date 12th June, 1983.

Pringe Rock Boys Secondary School,
Laira Bridge Road, Plymouth PL4 9JF
Scale 1 – PE
Required September 1983 to teach throughout the school with ability to assist with Geography. Closing date 15th June, 1983.

Teignmouth High School,
Exeter Road. (Roll 1,117)
Scale 1 – Craft, Design and Technology
Required September 1983 for one year to cover secondment. The department consists of five teachers who are committed towards a design-based curriculum in well-equipped workshops. A bias towards metalwork is preferred, and a willingness to teach across the CDT curriculum would be an advantage. The post offers an opportunity to teach Design and Technology at 'O' and 'A' levels for a suitable appointee. Apply by letter to Headmaster, giving full curriculum vitae and two referees, by 13th June.

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SCALE POSTS
Primary

Brixham, Furzeham County Primary School,
Higher Furzeham Road, Brixham TQ5 8BL. (Roll 374)
Scale 2 – Juniors – Readvertisement
Required for September 1983. An experienced enthusiastic teacher with ability to organise and develop learning resources, throughout School.
Knowledge and willingness to develop use of micro-computers an advantage.
Previous applicants should indicate their continued interest. Closing date 24th June, 1983.

DEVON

SECONDARY ENGLISH
continued

SURREY
BISHOP REINDORP SCHOOL
Larch Avenue, Guildford
English (Scale 1) and Drama specialist required in well organised and equipped department for September 1983 in this modern 12 - 18 Church Comprehensive School. Examination work available in both subjects.
Apply to Headmaster by letter, with c.v. (10424) 132422

SURREY
EDUCATION COMMITTEE
THE BISHOP WAND C. of E. (AIDED) SECONDARY SCHOOL
Layton's Lane, Sunbury-on-Thames, Middlesex
Required for September, enthusiastic teacher of DRAMA and ENGLISH at this 11 - 18 mixed comprehensive school, n.o.r. 680, including 130 in the Sixth Form. Well-established Drama courses to C.S.E. and O/level, and Theatre Studies to A/level. Candidates should be qualified to teach these, together with English to C.S.E. and O/level.
For an experienced teacher a Scale 2 post could be offered; applications from probationers also welcomed. Candidates should be happy to work within a caring community based on Christian principles, and willing to contribute to the pastoral and extra-curricular work of the school. Fringe London Allowance. Generous removal and disturbance allowances payable in approved cases.
Further details and application forms from the Headmaster, D.G. Jones, M.A. (Sunbury 87537). (06786) 132422

SUTTON
LONDON BOROUGH OF SUTTON
Education Department
CARSHALTON HIGH SCHOOL FOR BOYS
Winchcombe Road, Carshalton, Surrey SM5 1RW
Tel: 01-644 7325
ENGLISH/RELIGIOUS EDUCATION, SCALE 1
Required September 1983, well qualified teacher of English and R.E. to teach these subjects throughout the school. Please state interests in extra curricular activity. This is a temporary post for one year.
Apply by letter to the headteacher enclosing curriculum vitae and names and addresses of two referees. (06531) 132422

SUTTON
LONDON BOROUGH OF SUTTON
Education Department
CARSHALTON HIGH SCHOOL FOR BOYS
[illegible]
ENGLISH, SCALE 1
Required September, 1983, a gradate teacher of English to teach throughout the school. Please state interests in extra curricular activity, not drama, willingness to coach fencing would be a recommendation.
Apply by letter to the headteacher enclosing curriculum vitae and names and addresses of two referees. (06534) 132422

WARWICKSHIRE
GEORGE ELIOT SCHOOL
Raveloe Drive, Caldwell, Nuneaton CV11 4QF
(871 on roll)
Required autumn term (August 1983), assistant teacher of English.
Application form and further details available from the Head of the school (SAE please). Closing date 15th June, 1983. (01191) 132422

WARWICKSHIRE
NICHOLAS CHAMBERLAINE SCHOOL
Bulkington Road, Bedworth, Nuneaton CV12 9EA
Required autumn term (August 1983), teacher of English. The Department offers a full range of English teaching opportunity from advanced level to remedial work. Drama is strong in the school with excellent facilities.
Further information and application form available from the Head at the school (SAE please). (01195) 132422

WEST SUSSEX
Southern Area
THE LITTLEHAMPTON SCHOOL
Littlehampton
Mixed 11 - 18 Comprehensive (2000 on roll)
Required September
TEACHER OF ENGLISH. Willingness to teach at a variety of age and ability levels, including external examination classes, welcome.
Please write to Headmaster giving relevant personal details and quoting names and addresses of two referees. (12651) 132422

WEST SUSSEX
CHICHESTER HIGH SCHOOL FOR BOYS
Kingsham Road, Chichester PO19 2AE
(Boys Comprehensive, Group 12, 11 - 18, 1376 on roll 176 in sixth form)
Graduate Teacher (Scale 1) required September 1983, to teach English. This is a temporary post for one year initially. Ability to help with drama would be an advantage. Applications from newly qualified teachers would be welcomed.
Forms and details from Headmaster at school on receipt of s.a.e. (04676) 132422

WILTSHIRE
WOOTTON BASSETT SCHOOL
Lime Kiln, Wootton Bassett, Swindon SN4 8HD
A co-educational comprehensive school for 1400 pupils aged 11 - 18 years.
Teacher of English Scale 1 required to teach throughout the school. A willingness to participate in out-of-school activities desirable.
Application by letter to the Headmaster as soon as possible. Applicants are asked to give the names and addresses of two referees. (S.A.E. please). (00801) 132422

WILTSHIRE
Require Scale 1 ENGLISH TEACHER
[illegible]
(06772) 132422

WIRRAL
METROPOLITAN BOROUGH OF WIRRAL
CALDAY GRANGE GRAMMAR SCHOOL FOR BOYS
West Kirby, Wirral, Merseyside.
1171 pupils (231 in Sixth Form)
REQUIRED FOR 1st SEPTEMBER, 1983 GRADUATE ENGLISH or Drama with English SCALE 1, to teach from 1st year to O-level. Willingness to help with Games and Societies welcomed.
Apply at once to the Headmaster at the school together with curriculum vitae, names of two referees and stamped addressed envelope.
Closing date 10th June, 1983. (12727) 132422

WILTSHIRE
Scale 1 vacancies in Secondary Schools

Secondary education in Swindon and Stratton in the North East of the County is being reorganised in September this year. Seven new 11–16 comprehensive schools will open at that time, followed by a new 16–19 College in 1984. A number of Scale 1 vacancies remain to be filled in the schools, some permanent, some on a temporary basis.

Posts are available in the following subject areas:

1. MODERN LANGUAGES: French, French/German
2. MATHEMATICS
3. SCIENCE
4. ENGLISH
5. DRAMA with some Music an advantage
6. TECHNICAL STUDIES
7. ART
8. BOYS' PE
9. CAREERS
10. GEOGRAPHY/HISTORY with some RE
11. RE
12. GEOGRAPHY

Reorganisation presents an exciting challenge to everyone involved in the education service in Swindon and applications are invited for these posts from suitably qualified teachers who have the energy and enthusiasm to make a significant contribution to the development of the new schools.

Letter of application, including names and addresses of two referees to the Chief Education Officer, Area Education Office, Sanford House, Sanford Street, Swindon SW1 1QH, immediately please. Please enclose sae if you wish to be informed of outcome of application.

Geography

Heads of Department

KINGSTON UPON THAMES
ROYAL BOROUGH OF KINGSTON UPON THAMES
HOLY CROSS CONVENT SCHOOL
(Voluntary Aided)
Scandal Road, New Malden, Surrey KT3 5AR
608 girls, 11 - 18. (Tel: 01-949 4884)
HEAD OF GEOGRAPHY DEPARTMENT
Required for September, or as soon as possible, to teach throughout the school to CSE, 'O' and 'A' level. Roman Catholic strongly preferred. Scale 3 or 2, according to qualifications and experience, plus London Allowance £615.
Further details and application form available from the Headmistress (S.A.E. please). Closing date for applications within 10 days of this advertisement. (10686) 132618

Scale 1 Posts

AVON COUNTY
MONKS PARK SCHOOL
Filton Road, Bristol BS7 0XZ
A mixed Comprehensive of 1530 pupils (inc. 160 in 6th Form).
Required for September 1983: Teacher of Geography (Scale 1) to join the Humanities Department. An interest in the G.Y.S.L. scheme and in an integrated Humanities course for Years 1 and 2 would be an advantage.
Application by letter and Curriculum Vitae with names of two referees to the Headmaster. (10058) 132622

BERKSHIRE
THE FOREST SCHOOL
Robin Hood Lane, Winnersh, Berks.
N.O.R. 1084 (Boys comprehensive - 180 6th form)
Required September 1983 GRADUATE TEACHER FOR GEOGRAPHY (Scale 1) to A level. An interest in field work is essential and an ability to offer Geology up to A level would be an advantage.
Please apply to headteacher for application form and further details (sae please). Closing date 20 June.
Berkshire County Council is an equal opportunity employer. (10233) 132622

BUCKINGHAMSHIRE
WYCOMBE AREA
SIR WILLIAM BORLASE'S SCHOOL
West Street, Marlow, Bucks.
Head: Mr. R.R. Smith, M.A., J.P.
Roll: 508 boys (186 in sixth form)
Required from September 1983, graduate teacher of Geography throughout this grammar school, and Economics in the Sixth form. Assistance with games an added qualification. Scale [illegible]
[illegible]
Reimbursement of removal expenses. 75% allowance on legal and Estate Agents fees (maximum payment £900) and incidental expenses of £150 payable in approved cases. Housing allowance pending removal also payable in approved cases.
Apply by letter to Headmaster with full details and enclosing stamped addressed envelope, or Tel: Marlow 2256.

DONCASTER
ARMTHORPE 11 - 18 COMPREHENSIVE SCHOOL
Mere Lane, Armthorpe, Doncaster DN3 2DA
Tel: Don 831882
1160 on roll including 120 in the 6th Form
Required for September 1983 Assistant Master/Mistress (Scale 1) to teach Geography throughout the school and Economics in the upper school.
There is a large amount of examination work in the subject and the person appointed will be expected to assist with the teaching of Economics up to 'A' Level standard.
Letters of application with full curriculum vitae and naming two referees, should be addressed to the Headmaster at the school as soon as possible. (10244) 132622

DORSET
QUEEN ELIZABETH'S SCHOOL
Wimborne Minster
(1400 pupils, 13 - 18 years, 250 in Sixth Form)
Required September for one year while a teacher is on secondment. Graduate teacher of Geography, Scale 1, to teach to 'O' level, G.C.E. at least.
Apply by letter, including curriculum vitae to the Headmaster, within one week. S.a.e. please if acknowledgement required. (10510) 132622

DUDLEY
DUDLEY METROPOLITAN BOROUGH
SIR GILBERT CLAUGHTON SCHOOL
Blowers Green Road, Dudley, West Midlands.
(12 - 18 co-ed. comp. Group 10).
For September, for one year only, TEACHER of GEOGRAPHY to CSE level. Successful candidate would also be expected to teach some MATHEMATICS to children in lower school.
Letters of application with c.v. and naming two referees, to Headmaster without delay. (12748) 132622

EALING
LONDON BOROUGH EDUCATION SERVICE
CARDINAL WISEMAN HIGH SCHOOL
Greenford Road, Greenford, Middlesex
Required for September 1983.
A graduate teacher Scale 1 to teach Geography with some History up to public examination levels. This post also offers the opportunity to teach PE or games in this 12 - 19 yr mixed RC comprehensive school that has 1045 pupils on roll with 205 in sixth form. Applications are welcome from newly qualified teachers especially those holding the Catholic Teachers Certificate.
Letters of application giving a full cv with names and addresses of three referees one of whom should be a priest well known to you, should be sent to the Headmaster of the school. Please send a SAE for further details of the post and school.
London Allowance payable £939.
Forms obtainable from the Headmaster, Cardinal Wiseman High School, Greenford Road, Greenford, Middlesex returnable to the school by 17 June 1983. (12665) 132622

ESSEX
CASTLE VIEW SCHOOL
Meppel Avenue, Canvey Island
Tel: Canvey Island 696811.
(Roll Projected 900)
TEACHER OF GEOGRAPHY Scale 1.
Required September 1983, Specialist Geography Teacher. New School. Promotion prospects as school expands.
Curriculum vitae and names of two referees to Headteacher (foolscap s.a.e. please). (12696) 132622

HERTFORDSHIRE
MOUNT GRACE SCHOOL
Church Road, Potters Bar
Required for September 1983 Scale 1 Post with Outer London Fringe Allowance to teach both French and Geography - half timetable of each.
The post is mainly to teach years 1 - 3 but in either subject a suitably qualified candidate could possibly teach some C.S.E. or 'O' level work. This post is for a permanent appointment but a year's temporary appointment would be considered.
Mount Grace is an established 11 - 18 all-ability mixed school, situated in a pleasant residential area within easy reach of London.
Letters of application to the Headmaster. (10079) 132622

HERTFORDSHIRE
QUEENS SCHOOL
Aldenham Road, Bushey, Watford
Roll: 1200 mixed all ability with large 6th form
Required September, Graduate to teach Geography throughout the school, including specialisation in human geography at A level. The department is committed to a conceptually based syllabus and to mixed ability teaching in the first three years. The G.Y.S.L. Project is taught to C.S.E. and O level pupils. Geography will provide a full timetable but candidates should indicate other areas in which they would be competent to teach. Scale 1 + London fringe allowance £261.
Apply by letter to Headmaster including curriculum vitae and names and addresses of two referees. (10074) 132622

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
Canterbury Division
HERNE BAY SECONDARY SCHOOL
Required for September, 1983 a teacher for Geography (Scale 1) across the age and ability range in this 11 - 18 secondary modern school. Knowledge and/or experience in modern and traditional methods; the Oxford Project, the GYSL and a willingness to teach to C.S.E., G.C.E. 'O' and 'A' level and advantage.
Letters of application, with two referees and curriculum vitae, to the Head Teacher at the school in Bullockstone Road, Herne Bay, Kent. (12787) 132622

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
(REF 198)
BATLEY BOYS HIGH SCHOOL
Field Hill, Batley, West Yorkshire WF17 0BJ
1500 boys on roll 11 - 18
Required for 30 August 1983, teacher of GEOGRAPHY SCALE 1, up to CSE and 'O' level.

COLNE VALLEY HIGH SCHOOL
Gilroyd Lane, Linthwaite, Huddersfield HD7 5SP
(REF 199)
Required for 30th August 1983, a SCALE 1 teacher of GEOGRAPHY in this 11 - 18 Comprehensive School with 1,640 on roll. The department is a lively one and the subject is a popular fourth year option. The successful applicant will be expected to teach to all ages and abilities in the 11 - 16 part of the School and some Sixth Form work could be available for a suitably qualified applicant. Please state other subjects which could be offered, together with any extra-curricular activities.
Application forms and further particulars (s.a.f.e. please) from the Headmaster at the school to whom completed forms should be returned as soon as possible. (04818) 132622

NORTH YORKSHIRE
COUNTY COUNCIL
HUNTINGTON SCHOOL
Huntington Road, York YO3 9PX
(Group 13)
Required for September 1983 a well-qualified and enthusiastic teacher of GEOGRAPHY, Scale 1. Ability to offer some Geology would be an advantage. The successful applicant would be expected to teach all levels of ability throughout the school, including the Sixth Form. An interest in fieldwork essential.
Apply direct to the Headmaster with curriculum vitae and details of two referees. (04817) 132622

NORTH YORKSHIRE
COUNTY COUNCIL
SCALBY SCHOOL
Fieldstead Crescent, Scarborough YO12 6TH
Mixed 11 - 16 Comprehensive for 1,030 pupils
Required for September 1983, a Scale 1 teacher for GEOGRAPHY. 'O' level and C.S.E. courses are established. The school serves a wide rural catchment area to the North and West of Scarborough.
For application form, please send s.a.e. to the Headmaster at the school to whom forms should be returned within ten days, of the appearance of this advertisement. (04819) 132622

OXFORDSHIRE
COUNTY COUNCIL
THE CHERWELL SCHOOL
Marston Ferry Road, Oxford OX2 7EE
Group 10 13 - 18 Mixed Roll 840 (140 in the VIth Form)
Required from September 1983, a lively graduate to teach Geography to all ages and abilities up to 'A' level. A commitment to fieldwork is essential.
Apply by letter to the Head within a week of the appearance of this advertisement enclosing a c.v., the names and addresses of two referees and an s.a.e. for further details. (12719) 132622

SHEFFIELD
CITY OF SHEFFIELD
EDUCATION DEPARTMENT
KING EDWARD VII SCHOOL
Glossop Road, Sheffield S10 2PW
(1450 pupils, including 300 in the sixth form)
Required for September, a Scale 1 teacher of Geography in a large, enthusiastic and progressive department. The person appointed will be expected to teach Geography, initially, CSE, and O-levels, teaching would be an advantage. Some A-level teaching in Geology may be available for a suitably qualified applicant, but this is not essential.
Letters of application, including curriculum vitae and the names and addresses of two referees, should reach the Headmaster by Friday, 17 June 1983. (10214) 132622

SHEFFIELD
CITY OF SHEFFIELD
EDUCATION DEPARTMENT
NOTRE DAME SCHOOL
Fulwood Road, Sheffield S10 3BT
Required for September 1983, a graduate teacher of Geography, Scale 1 with a second subject. GYSL is well established in the school. The ability to teach RE would be an advantage, and there is a possibility of 'A' level work in the future.
Application forms and further details are available from the Headteacher, to whom completed forms should be returned by no later than 17 June 1983. (06559) 132622

SHROPSHIRE
EDUCATION COMMITTEE
MANOR SCHOOL
Crescent Road, Hadley, Telford, TF1 4JZ
Tel: Telford 44895, 44229
Required for September for this 11 - 16 Mixed Comprehensive School, a TEACHER OF GEOGRAPHY to examination level and general subjects for the lower school.
Please apply by letter to the Headmaster at the School, giving full Curriculum Vitae and names of two referees. (10274) 132622

SOLIHULL
EDUCATION COMMITTEE
WHITESMORE SCHOOL
Chapelhouse Road, Chelmsley Wood, Birmingham B37 5JS
Tel: 021 770 4431
TEACHER OF GEOGRAPHY Scale 1
Required for 31st August, 1983 in this 11 - 18 all ability school, for one year only. To teach to all ages up to CSE and 'O' level. Some possibility of 'A' level teaching.
Application form and further details available from the Headteacher at the school (s.a.e. please). (10254) 132622

STAFFORDSHIRE
EDUCATION COMMITTEE
MOORSIDE HIGH SCHOOL
Werrington, Stoke on Trent ST9 0HP
Scale 1 vacancy for a teacher of GEOGRAPHY and Girls' PHYSICAL EDUCATION.
Application forms and further details obtainable from and returnable to the Headteacher (s.a.e.). Closing date 18th June, 1983.
All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (10264) 132622

SURREY
Geography (Scale 1) specialist required in well organised and equipped department for September 1983 in this modern 12 - 18 Church Comprehensive School.
Apply to Headmaster by letter, with c.v. (10425) 132622

WARWICKSHIRE
GEORGE ELIOT SCHOOL
Raveloe Drive, Caldwell, Nuneaton CV11 4QF.
(871 on roll)
Required autumn term (August 1983), assistant teacher of Geography. Ability to offer English an added recommendation.
Application form and further details available from the Head at the school (SAE please). Closing date 15th June, 1983. (01193) 132622

WARWICKSHIRE
SOUTHAM SCHOOL
Welsh Road, Southam, Leamington Spa CV33 0JW
Required September, 1983, graduate teacher of Geography.
Application form and further details available from the Head at the school (SAE please). (01187) 132622

WILTSHIRE
SECONDARY VACANCIES
See main display Ad. under Secondary. (04810) 132622

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
WARD'S BRIDGE HIGH SCHOOL
Required for September 1983, Geography Scale 1. To teacher throughout the age and ability range including A level and assist in the development of new O level and CSE Courses based on GYSL.
The school is an 11 - 18 mixed comprehensive situated in a residential area of the borough and has developed a widerange of courses at A level.
Application forms are available from The Director of Education, Education Department, Civic Centre, St Peter's Square, Wolverhampton WV1 1RR, to whom they should be returned within 14 days of this advertisement. (SAE please).
Wolverhampton is an equal opportunity employer and vacancies are open to both sexes, all races and registered disabled people. (12679) 132622

History

Scale 1 Posts

AVON
MERRYWOOD BOYS' SCHOOL
Daventry Road, Knowle, Bristol BS4 1QD
Group 11 (1150 boys) 11 - 18 A teacher of History Scale 1 (plus S.P.A.) is required for September, 1983.
Letters of application including details of subsidiary teaching subjects and the names of two referees to the Headmaster as soon as possible. (00825) 132822

DONCASTER
EDLINGTON COMPREHENSIVE SCHOOL
Tait Avenue, Edlington, Doncaster DN12 1HH
Tel: Rotherham 864100
Headmaster: Mr J.S. Welch M.A.
Required for September 1983: Scale 1 - A Good Honours Graduate to introduce and develop Politics at 'A' Level and make a major contribution to a flourishing History Department.
The post is temporary in the first instance.
The School was purpose built in 1968 on a 30 acre site on the edge of open country.
Further details and application forms are available from The Headmaster (SAE please), to whom completed forms should be returned by 17th June 1983. (10245) 132822

EAST SUSSEX
HAILSHAM SCHOOL
Battle Road, Hailsham BN27 1DT
(Comprehensive Mixed 11 - 18 1500 on roll)
Required September 1983, Teacher for History (Scale 1) to teach at all levels. Sixth form work available for appropriate candidate. Department with Mode 3 C.S.E. and Mode 3 G.C.E. courses. Relocation grants available in approved cases.
Application forms and further details from Headmaster (s.a.e. please). Closing date 14th June 1983. (12824) 132822

ESSEX
CHALVEDON SCHOOL
Wickford Avenue, Pitsea, Basildon
(Roll 1450)
Tel: Basildon 553536
HISTORY Scale 1
Required September, Historian to teach Integrated Studies, History and Humanities throughout school. Possibility of rented accommodation.
Apply by letter to Headmaster, with curriculum vitae and names of two referees, enclosing s.a.e. (06586) 132822

ESSEX
CECIL JONES HIGH SCHOOL
(Roll 1350)
Eastern Avenue, Southend-on-Sea
Tel: 0702 68000
HISTORY Scale 1
Required September, Assistant qualified to teach 'O' and 'A' level. Outstandingly successful department. Lower School Geography helpful but inessential.
Further information and forms from Headteacher (foolscap s.a.e. please). (04771) 132822

SECONDARY HISTORY
continued

ISLE OF WIGHT
COUNTY COUNCIL
CARISBROOKE HIGH SCHOOL
Mountbatten Drive, Newport, Isle of Wight PO30 5QU.
Age Range 13 - 18
1150 On Roll
(170 in Sixth Form)
Required for September, Teacher of HISTORY (Scale 1). The History Department is part of the World Studies Faculty (Geography, History, Politics and Economics).
Applications are invited from well qualified Graduates with a committment to comprehensive education and a willingness to support and contribute to the other subjects in the Faculty. The successful candidate will teach CSE and 'O' level courses and may later possibly be offered 'A' level work. The appointment might well be suited to someone looking for their first teaching post. It will be for one year in the first instance.
Application forms and further details available from the Headmaster at the school and applications should be returned to him as soon as possible and certainly not later than 17th June 1983. (10675) 132822

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
Thanet Division
DANE COURT GRAMMAR SCHOOL
Broadstairs
TEACHER OF HISTORY - SCALE 1
Required for September 1983, a History graduate to teach the subject throughout the school to 'O' and 'A' level. An interest in Modern British and European History is essential. A commitment to field work would be an advantage.
Dane Court is a co-educational, selective school (top 24%) of 1180 pupils (300 in the Sixth Form) housed in modern buildings in a pleasant residential district.
Applications by letter, giving the names and addresses of two referees and enclosing a curriculum vitae should be sent to the Head Master by 14th June 1983. (12788) 132822

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATION SERVICES
(REF. 200)
HOWDEN CLOUGH HIGH SCHOOL
Windmill Lane, Batley, West Yorkshire WF17 0LD
Required for 30th August 1983, a teacher of HISTORY, SCALE 1, for this 11 - 18 Girls' Comprehensive School. Courses are run to CSE, 'O' and 'A' level. A willingness to help in the Genral Studies programme would be an advantage.
Application forms and further particulars (s.a.f.e. please) from the Headmaster at the school to whom completed forms should be returned as soon as possible. (04814) 132822

LONDON E7
ST. ANGELA'S URSULINE CONVENT
Forest Gate, London E7.
GIRLS' COMPREHENSIVE SCHOOL
870 on roll.
Required September 1983, scale 1 teacher for History to 'O' and 'A' Level with some teaching in the Religious Education department.
Please apply in writing to the Headmistress giving names and addresses of two referees. (00819) 132822

NORTHAMPTONSHIRE
NORTHAMPTON WESTON FAVELL UPPER SCHOOL
Booth Lane South, Northampton NN3 3EZ
A vacancy will arise in September 1983 at this co-educational comprehensive upper school (1240 pupils in the age range 13 - 18) for a teacher of HISTORY and ECONOMICS (both subjects eventually to Advanced level). Assistance with the teaching of other Humanities subjects may be required.
The vacancy will be at Scale 1.
Application forms and further details of this post are available upon receipt of a stamped and addressed envelope from the Headmaster. (06687) 132822

NORTHAMPTONSHIRE
RUSHDEN CHICHELE GIRLS SCHOOL
Spencer Road, Rushden, Northants NN10 9AD
Required for September 1983 a graduate teacher of History (Scale 1) to teach the full age and ability range in this girls' comprehensive school of 900 pupils. This would include CSE and 'O' level course requiring a considerable knowledge of historical methods. An interest in Humanities, taught in Years 1 and 2, would be an advantage.
Application by letter, as soon as possible, including a curriculum vitae and the names and addresses of two referees, to the Headmistress. (06683) 132822

NORTHAMPTONSHIRE
GUILSBOROUGH COUNTY SCHOOL
West Haddon Road, Guilsborough, Northants NN6 8QE
HISTORY (SCALE 1)
Required for September, 1983 - a graduate Historian to teach history up to and including 'A' level as well as integrated Humanities in the first two years.
A teacher with a commitment to recent advances in history teaching is sought to join a developing department.
Guilsborough is an 11 - 18 comprehensive school of some 1300 pupils, 150 of whom are sixth formers. It serves an extensive rural catchment area.
Application forms and further details may be obtained from the School on receipt of a stamped addressed envelope. (06688) 132822

ROTHERHAM
METROPOLITAN COUNCIL
DINNINGTON COMPREHENSIVE SCHOOL
11 - 18 Mixed. Approx. 1887 on roll. Approx. 211 in 6th form
Required for September 1983
ASSISTANT TEACHER - SCALE 1
Graduate teacher for History, throughout the school to 'A' level in a large and active Department.
Closing date: 14th June 1983.
Curriculum vitae and details of two persons for reference to the Head Teacher of the School, Doe Quarry Lane, Dinnington, Sheffield S31 7NH. (Tel: Worksop 562680).
W.B. Mussett, Director of Personnel Resources. (05846) 132822

SANDWELL
METROPOLITAN BOROUGH OF SANDWELL
WILLINGSWORTH HIGH SCHOOL
(11 - 16 Comprehensive)
Required for September 1983, HISTORY - Scale 1.
Temporary during maternity leave.
Letters of application stating full curriculum vitae and names and addresses of two referees should be forwarded immediately to Head Teacher, Bilston Road, Gospel Oak, Tipton, West Midlands.
An equal opportunity employer. Canvassing of members of the Authority will disqualify. (05830) 132822

SHROPSHIRE
EDUCATION COMMITTEE
CHARLTON SCHOOL
Severn Drive, Wellington, Telford, Shropshire TF1 3LE
Required for September, 1983 a TEACHER OF HISTORY willing to teach to G.C.E. 'O' Level and C.S.E.
For application forms and further details please apply to the Headmaster (S.A.E.). (10188) 132822

SHROPSHIRE
EDUCATION COMMITTEE
BRIDGNORTH ENDOWED SCHOOL
Northgate, Bridgnorth, WV16 4ER
11 - 16 Mixed Comprehensive 1020 pupils, 140 in VI form
Required for September, 1983, temporary contract for up to one year, TEACHER OF HISTORY, SCALE 1 to teach across the age and ability range up to 'O' level.
Application forms and further details from the Headmaster (S.A.E.). (10271) 132822

WARWICKSHIRE
GEORGE ELIOT SCHOOL
Raveloe Drive, Caldwell, Nuneaton CV11 4QF (871 on roll)
Required autumn term (August 1983), temporary one-year Scale 1 assistant teacher of History. Ability to offer R.E. an added recommendation.
Application form and further details from the Head at the school (SAE please). Closing date 15th June, 1983. (01189) 132822

WIRRAL
METROPOLITAN BOROUGH OF WIRRAL
PARK HIGH SCHOOL
(Co-educational).
Park Road South, Birkenhead
Tel: 051-652 1574
N.O.R. 1600 ages 11 - 18
REQUIRED FOR 1st SEPTEMBER, 1983 GRADUATE TEACHER OF HISTORY SCALE 1.
The ability to offer Economics or Government would be an advantage.
Apply direct to Headmaster giving details of qualifications and experience. (04895) 132822

Home Economics

Scale 2 Posts and above

AVON COUNTY
BRIMSHAM GREEN SCHOOL
Broad Lane, Yate, Bristol BS17 5LB
Required for 1st January, 1984 or September 1983 if possible Home Economics Teacher (Scale II) in charge of this area within the Design Department teaching Food, Nutrition and Child Care to examinations including 'A' Level. Flexible approach essential. Ability to contribute to textile work very desirable. New comprehensive school with excellent facilities.
Further details (s.a.e.) from and applications to Headmaster by 17th June, 1983. (01160) 133020

DEVON
Please see displayed advertisement on page 51. (10643) 133020

Scale 1 Posts

DEVON
Please see displayed advertisement on page 51. (10660) 133022

AVON COUNTY
SPEEDWELL SCHOOL
Speedwell Road, Kingswood, Bristol
(Comprehensive - 1400 pupils)
Required for September 1983 a teacher of Home Economics Scale 1 to teach across the age and ability range up to and including CSE and O level.
Apply by letter to the Headmaster as soon as possible giving the names and addresses of two people to whom reference may be made. (10047) 133022

DONCASTER
ADWICK SCHOOL
Windmill Balk Lane, Woodlands, Doncaster DN6 7SF
Tel: Don. 722237
Required for September, A part-time teacher of Home Economics for a one year contract. A specialist in Housecraft required although ability to assist with Needlework could be helpful. Initial allocation of time up to four days per week equivalent.
Adwick School is a Mixed Comprehensive School of 1800+ pupils with approximately 250 pupils in a well established Sixth Form.
Letters of application, together with the names and addresses of two referees should be sent to the Headmaster as soon as possible. (10947) 133022

DORSET
QUEEN ELIZABETH'S SCHOOL
Wimborne Minster
(1400 pupils, 13 - 18 years, 350 in sixth form
Required from September, temporary teacher for Home Economics while a teacher is on maternity leave. Good chance of the post lasting one year. Teaching to 'O' level at least.
Apply by letter, including curriculum vitae to the Headmaster, within one week. S.a.e. please if acknowledgement required. (10509) 133022

ESSEX
HASSENBROOK COMPREHENSIVE SCHOOL
(Roll 1122)
Hassenbrook Road, Stanford-le-Hope
Tel: Stanford-le-Hope 671566
NEEDLEWORK Scale 1.
London fringe allowance
Required September, teaching throughout the school to 'O' level and C.S.E. Some Home Economics necessary. Purpose-built rooms.
Curriculum vitae and names of two referees to Headteacher (foolscap s.a.e. please). (06759) 133022

HUMBERSIDE
EDUCATION COMMITTEE
GRIMSBY DIVISION
HEREFORD SCHOOL
Westward Ho, Grimsby
Headmaster: Mr. R.A. Pearse, M.A., D.A.E.S.
Required for September, 1983.
PART-TIME TEACHER OF HOME ECONOMICS (0.5) for this purpose-built, comprehensive house-based school. The post demands enthusiasm and versatility and the opportunity of making a significant contribution to the school as a whole.
Application forms and further information obtainable from the Head Teacher at the school to whom completed forms should be returned within 10 days of this advertisement. (10605) 133022

HUMBERSIDE
EDUCATION DEPARTMENT
EAST RIDING DIVISION
WITHERNSEA HIGH SCHOOL
Hull Road, Withernsea HU19 2EQ
(Co-educational comprehensive, 11 - 18 years, N.O.R. 1366)
HOME ECONOMICS SCALE 1
Required for September, 1983, a teacher with experience of some CSE/O Level work including an interest in Fabrics and Design to join a team of five full time teachers in a lively department.
Application forms and further details are available from the Head of the School (S.A.E. please) to whom completed forms should be returned by 13th June, 1983. (10404) 133022

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
Swale Division
THE SHEPPEY SCHOOL
Headmaster: R.O. Barson, B.A.
Fully Comprehensive mixed upper school 13 - 18 years. 1800+ on roll
TEACHER OF DRESS/TEXTILES, Scale One
Required for September 1983 in the Design and H.E. Faculty. Due to promotion in the Department a permanent post is now vacant. An opportunity for an enthusiastic teacher of dress/textiles to teach a wide variety of courses including CSE Fashion, 'O' and 'A' level Dress, CSE Textiles. Applications from College Leavers Welcome.
Letters of application, together with curriculum vitae and names and addresses of two referees to The Headmaster, The Sheppey School, Minster Road, Minster, Sheppey, Kent, as soon as possible please. (12786) 133022

Lancashire County Council

An Equal Opportunities employer

Unless otherwise stated, the following are required for 1st September 1983. Closing date: 16th June 1983.

Secondary School
Forms/further details from/to Headteacher at the school. SAE please.

BURNLEY BARDEN HIGH
Heald Road, Burnley (946 on Roll – Boys 11–16)
1st September 1983 or as soon as possible thereafter
HEADTEACHER – GROUP 10
Forms/further details FOR THIS POST ONLY from/to District Education Officer, 14 Nicholas Street, Burnley (SAE please)

LYTHAM ST. ANNES COUNTY HIGH
Worsley Road, Lytham St. Annes (1,420 on Roll: 11–16)
1st January 1984, or 1st September 1983 if possible
SCALE 3 – I/C BIOLOGY THROUGHOUT SCHOOL

SKELMERSDALE WEST BANK HIGH
Yewdale, Southway, Skelmersdale (979 on Roll – mixed)
As soon as possible
SCALE 3 – HEAD OF REHABILITATION UNIT

BURNLEY IVY BANK HIGH
Byron Street, Burnley (1,064 on Roll – Co-ed 11–16)
1st September 1983, or as soon as possible thereafter
SCALE 3 – HEAD OF ENVIRONMENTAL STUDIES

CLITHEROE RIBBLESDALE COUNTY SECONDARY
Turner Street, Clitheroe (1,150 on Roll)
SCALE 2 – I/C RELIGIOUS EDUCATION

LYTHAM ST. ANNES ST. BEDE'S RC HIGH
Talbot Road, Lytham (638 on Roll – 11–16)
1st September 1983 or as soon as possible thereafter
SCALE 2 – COMPUTER STUDIES WITH MATHEMATICS

PENWORTHAM PRIORY HIGH
Crow Hills Road, Penwortham, Preston (992 on Roll)
1st September 1983 or as soon as possible
SCALE 2 – HEAD OF RELIGIOUS EDUCATION

WALTON LE DALE BROWNEDGE ST. MARY'S RC HIGH (Special Agreement)
Station Road, Bamber Bridge, Preston (960 on Roll)
As soon as possible
SCALE 2 – GIRLS' PE

UPHOLLAND COUNTY HIGH
Sandbrook Road, Orrell, Wigan (917 on Roll – mixed)
SCALE 2 – ENGLISH

DARWEN ST. THOMAS AQUINAS RC HIGH (AIDED)
Birch Hall Avenue, Darwen (460 on Roll – mixed 11–16)
SCALE 2 – WOODWORK AND ENGINEERING DRAWING WITH INTEREST IN DEVELOPMENT OF APPLIED TECHNOLOGY

BURNLEY IVY BANK HIGH
Byron Street, Burnley (1,064 on Roll – Co-ed 11–16)
1st September 1983 or as soon as possible thereafter
SCALE 2 – REMEDIAL TEACHER

PADIHAM GAWTHORPE HIGH
Burnley Road, Padiham (782 on Roll – Co-ed 11–16)
1st September 1983 or as soon as possible thereafter
SCALE 2 – IN CHARGE COMPUTER EDUCATION. ABILITY TO TEACH MATHEMATICS ESSENTIAL

MORECAMBE & HEYSHAM MORECAMBE HIGH
Dallam Avenue, Morecambe (1,465 on Roll – 11–18 mixed comp 220 in Sixth Form)
1st September 1983 or as soon as possible
SCALE 1 – SPECIALIST ENGLISH – 'A' LEVEL WORK

FLEETWOOD HESKETH COUNTY HIGH
Beach Road, Fleetwood (1,387 on Roll inc 200 in Sixth Form)
SCALE 1 – PHYSICAL SCIENCE AND MATHS

BILLINGTON ST. AUGUSTINE'S RC HIGH
Elker Lane, Billington, Blackburn (960 on Roll – mixed)
TWO POSTS
1. SCALE 1 – ENGLISH AND OTHER SUBJECT
2. SCALE 1 – REMEDIAL WORK

BLACKPOOL GREENLANDS HIGH
Bispham Road, Blackpool (1,172 on Roll; 11–16 girls; 69 Sixth Form)
SCALE 1 – CHEMISTRY

BLACKPOOL HIGHFIELD HIGH
Highfield Road, Blackpool (1,040 on Roll – mixed; 11–16)
SCALE 1 REMEDIAL SUBJECTS POSSIBLY TO INCLUDE SOME DRAMA

BLACKPOOL ST. MARY'S RC HIGH
St Walburga's Road, Blackpool (1,563 on Roll; 11–18; 274 Sixth Form)
SCALE 1 BUSINESS STUDIES TO FIFTH AND SIXTH YEAR PUPILS

LYTHAM ST. ANNES COUNTY HIGH
Worsley Road, Lytham, St. Annes (1,420 on Roll; 11–18)
TWO POSTS:
1. SCALE 1 – ENGLISH. ABILITY TO HELP WITH DRAMA ADVANTAGE
2. SCALE 1 – BIOLOGY TO 'A' LEVEL

PRESTON PARKLANDS HIGH
Moor Park Avenue, Preston (535 on Roll)
TWO POSTS:
1st September 1983 or sooner if possible
2. SCALE 1 – PHYSICAL EDUCATION

LEYLAND ST. MARY'S RC HIGH (SPECIAL AGREEMENT)
Royal Avenue, Leyland, Preston (926 on Roll)
SCALE 1 – TEACHER IN CHARGE OF DIAGNOSTIC/REMEDIAL CENTRE

LEYLAND WORDEN HIGH
Westfield Drive, Leyland, Preston (900 on Roll)
SCALE 1 – HUMANITIES WITH EMPHASIS ON HISTORY AND POSSIBLY SOME ENGLISH

PENWORTHAM PRIORY HIGH
Crow Hills Road, Penwortham, Preston (992 on Roll)
SCALE 1 – ENGLISH THROUGHOUT SCHOOL

BURSCOUGH PRIORY HIGH
Trevor Road, Burscough, Ormskirk (790 on Roll)
SCALE 1 – MATHEMATICS

ORMSKIRK CROSS HALL HIGH
Wigan Road, Ormskirk (1,320 on Roll – mixed)
SCALE 1 – ART

SKELMERSDALE WEST BANK HIGH
Yewdale, Southway, Skelmersdale (979 on Roll)
SCALE 1 – BOYS' PE

CHORLEY ST. MICHAEL'S CE HIGH (AIDED)
Astley Road, Chorley (960 on Roll; 11–16 mixed)
SCALE 1 – ENGLISH

DARWEN MOORLAND HIGH
Holden Fold, Darwen (1,150; 11–16 mixed)
SCALE 1 – BOYS PHYSICAL EDUCATION

BURNLEY IVY BANK HIGH
Byron Street, Burnley (1,064 on Roll – Co-ed 11–16)
TWO POSTS:
1st September 1983, or as soon as possible thereafter
1. SCALE 1 – ENGLISH
2. SCALE 1 – MODERN LANGUAGES

BURNLEY WALSHAW HIGH
Eastern Avenue, Burnley (969 on Roll: Girls 11–16)
1st September 1983 or as soon as possible thereafter
SCALE 1 – GERMAN – ABILITY TO TEACH ANOTHER MODERN LANGUAGE ADVANTAGE

PADIHAM GAWTHORPE HIGH
Burnley Road, Padiham (782 on Roll; Co-ed 11–16)
1st September 1983 or as soon as possible thereafter
SCALE 1 – CRAFT, DESIGN AND TECHNOLOGY

Re-advertisement
NELSON WALTON HIGH
Oxford Road, Nelson (895 on Roll; Mixed comp 11–16)
SCALE 1 – ENGLISH AND GIRLS PE

BACUP AND RAWTENSTALL GRAMMAR
Waterfoot, Rossendale (830 on Roll – 205 Sixth Form)
SCALE 1 – ENGLISH. STATE SUBSIDIARY SUBJECT

Temporary Post
ACCRINGTON ST. CHRISTOPHER'S CE HIGH (SPECIAL AGREEMENT)
Queens Road West, Accrington (839 on Roll – 11–16 comp)
September 1983–June 1984 approximately
SCALE 1 – METALWORK

Miscellaneous
INSTRUMENTAL MUSIC TEACHING SERVICE
TWO POSTS:
PERIPATETIC TEACHER OF STRINGED INSTRUMENTS
1. Re-advertisement
(Region 3 – Preston, Penwortham, Longridge areas)
SCALE 1 – CELLO. EXPERIENCE OF DOUBLE BASS ADVANTAGE
2. (Region 4 – Leyland, Chorley, Ormskirk areas)
SCALE 1 – CELLO/DOUBLE BASS
BOTH THE ABOVE POSTS SUITABLE AS A FIRST TEACHING APPOINTMENT
Forms/further details for these posts only from/to: Chief Education Officer, PO Box 61, County Hall, Preston PR1 8RJ (Ref: 6/MAM).

SECONDARY HOME ECONOMICS
continued

KIRKLEES
METROPOLITAN COUNCIL DIRECTORATE OF EDUCATIONAL SERVICES MOOR END HIGH SCHOOL Dryclough Road, Crosland Moor, Huddersfield HD4 5JA REF. 205
Temporary HOME ECONOMICS teacher SCALE 1 required from 30th August 1983 to cover the absence of a teacher taking maternity leave, capable of teaching up to 'O' level standard in this 11 - 16 comprehensive school. (Roll 1150).
Letters of application with curriculum vitae and details of 2 persons for reference, to the Head Teacher within 14 days of this notice in the press. (04811) 133022

NORTH YORKSHIRE
COUNTY COUNCIL RICHMOND SCHOOL Darlington Road, Richmond DL10 7BQ (Co-educational, 1500 pupils, 11 - 18, Sixth Form 225) Required as from September 1983 Teacher (Scale 1) in Design Department, offering HOME ECONOMICS with a preference for NEEDLEWORK and ART/CRAFT.
Candidates should also say what help they could give with extra-curricular activities, including Games.
Applications in writing, with Curriculum Vitae and the names of two referees (s.a.e. if acknowledgement required) should be sent to the Headmaster at the school. (10545) 133022

SHROPSHIRE
EDUCATION COMMITTEE THE MARY WEBB SCHOOL Pontesbury, Shropshire SY5 0TG
Required from September 1983, temporary for one year, Scale 1 Teacher of Home Economics and Child Care.
Further details and forms available from the school on receipt of SAE. (04698) 133022

SURREY
BISHOP REINDORP SCHOOL Larch Avenue, Guildford (Tel: Guildford 37373)
Home Economics (Scale 1) specialist required in well organised and equipped department for September 1983 in this modern 12 - 18 Church Comprehensive School. Opportunity for exam work and for developing a scientific approach to H.E. [illegible] 133022

WEST SUSSEX
THOMAS BENNET SCHOOL Ashdown Drive, Tilgate, Crawley
SCALE 1
Teacher of Home Economics and Creative Needlecraft/Embroidery to work within well established Mode 1 and Mode 3 Upper School Courses. An interest in child care would be an advantage.
Applications by letter, giving full curriculum vitae and the names of two professional referees. (10520) 133022

WIRRAL
METROPOLITAN BOROUGH OF WIRRAL
ST. MARY'S R. C. COLLEGE
Wallasey Village, Wallasey, Merseyside
(11 - 18 years) Mixed comprehensive
Approx 1800 on roll including approx 220 6th form
REQUIRED FOR 1st SEPTEMBER 1983 TEACHER OF HOME ECONOMICS/NEEDLEWORK SCALE 1.
Courses are well established in Food and Fabrics up to C.S.E. 'O' and 'A' level. All levels of teaching available for suitable candidate.
Applications by letter giving full details of qualifications and experience and the names and addresses of two referees to the Headmaster at the school as soon as possible. (10411) 133022

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
HEATH PARK HIGH SCHOOL
Required September 1983, Scale 1 Teacher offering Home Economics and Needlework to examination level.
This is an 11 - 18 mixed comprehensive with some 1000 pupils on roll.
Application forms are available from The Director of Education, Education Department, Civic Centre, St Peter's Square, Wolverhampton WV1 1RR, to whom they should be returned within 14 of this advertisement. (SAE please).
Wolverhampton is an equal opportunity employer and vacancies are open to both sexes, all races and registered disabled people. (12678) 133022

Humanities

Scale 2 Posts and above

SUFFOLK
SUDBURY UPPER SCHOOL Tudor Road, Sudbury (Mixed Comprehensive 13 - 18, 1130 on roll) TEACHER Scale 3. History and Religious Education preferred.
For further details see our advertisement under Secondary Social Studies Scale 2 and above. (06748) 133220

Scale 1 Posts

AVON COUNTY
ST. KATHERINE'S SCHOOL Pill, Bristol BS20 0HU (Mixed 1.s.e. comprehensive school - 900 pupils) Required for September 1983 teacher (Scale 1) of Religious Education and History.
Letters of application and full C/v to Headmaster as soon as possible. (10032) 133222

WILTSHIRE
Require Scale 1 GEOGRAPHY/HISTORY TEACHER.
For further details see display under Secondary Schools other than by subject. (06778) 133222

HUMBERSIDE
EDUCATION DEPARTMENT EAST RIDING DIVISION BRIDLINGTON SCHOOL Bessingby Road, Bridlington YO16 4SH (Voluntary controlled comprehensive, 11 - 18 years, with boarding facilities) HUMANITIES SCALE 1.
Required for September, 1983, a well-qualified teacher of Humanities, able to teach Geography, History and allied subjects to the full range of ability in the Upper School.
Application forms and further details are available from the Head of the Schools (S.A.E. please) to whom completed forms should be returned by 13th June, 1983. (10401) 133222

ISLE OF WIGHT
COUNTY COUNCIL CARISBROOKE HIGH SCHOOL Mountbatten Drive, Newport, Isle of Wight O30 5QU. Age Range 13 - 18 1150 on Roll 170 in Sixth Form
Required for September, Teacher of POLITICS AND HISTORY (Scale 1) The Social Science Department is part of the World Studies Faculty (Geography, History, Politics and Economics).
Applications are invited from well qualified Graduates in Political Science or Social Science with strong politics element with a commitment to comprehensive education and a willingness to support and contribute to the other subjects in the Faculty. The successful candidate will teach Politics at 'A' level, and History and British Industrial Society to CSE and 'O' level. The appointment might well be suited to someone looking for their first teaching post. It will be for one year in the first instance.
Application forms and further details available from the Headmaster at the school and applications should be returned to him as soon as possible and certainly not later than 17th June 1983. (10677) 133222

SUFFOLK
THOMAS MILLS HIGH SCHOOL Saxtead Road, Framlingham, Woodbridge IP13 9HE 11 - 18 : 780 pupils 200 in Sixth Form
Required for September 1983, a qualified teacher for Geography and History. 'O' level and 6th form work could be available. Scale 1 post.
Application forms and further details available from the Headteacher at the school (s.a.e. please) to whom they should be returned. (06758) 133222

WAKEFIELD
CITY OF WAKEFIELD METROPOLITAN DISTRICT COUNCIL
1. WAKEFIELD KETTLETHORPE HIGH SCHOOL MIXED COMPREHENSIVE (13 - 16) (994 on roll)
Required September 1983 a Scale 1 TEACHER OF HUMANITIES. Applicants are asked to indicate their special interests in the field of any of [illegible] tion, Social Education, Child Care.
2. HEMSWORTH HIGH SCHOOL MIXED COMPREHENSIVE (13 - 18) (1430 on roll)
Required September 1983 a Scale 1 TEACHER OF HUMANITIES (especially Geography) to teach across the full range of ability. An interest in Industrial Education and/or new type one year 6th form courses would be welcome.
Application forms available, on receipt of a s.a.e., from Chief Education Officer, Education Department, 8 Bond Street, Wakefield, to be returned within 14 days of the appearance of this advertisement.
Unless applicants receive notification within 6 weeks of the specified closing date, would they please assume they have been unsuccessful. In the interests of economy individual letters will not be sent. (10549) 133222

WEST SUSSEX
THOMAS BENNETT SCHOOL Ashdown Drive, Tilgate, Crawley
HUMANITIES SCALE 1
Teacher of Sociology required September 1983.
Specialist teacher to take Sociology at A level, Community Studies and Integrated Humanities to O/CSE level within the Humanities Department. This is a demanding position within a lively and innovative department. Previous experience is not essential, but a willingness to work as a member of a team involved in the planning and preparation of courses is vital.
Apply by letter giving curriculum vitae and names and addresses of two professional referees. (10519) 133222

SOUTH GLAMORGAN COUNTY COUNCIL

Required for September 1983, unless otherwise stated:

BRYNHAFREN COMPREHENSIVE SCHOOL FOR GIRLS (11–18) 10 FORM ENTRY

TEACHER SSN CLASS: SCALE I + SSA
Suitably qualified and experienced teacher to teach throughout Years 3, 4 and 5. This is a temporary appointment for one year during the secondment of a member of staff.

GLANELY HIGH SCHOOL, CARDIFF (11–18 COMPREHENSIVE) 8 FORM ENTRY
BIOLOGY: SCALE I + SPA
Required for 5th September, 1983. A teacher to share the teaching of Biology throughout the school. Some Sixth Form teaching may be available to a suitably qualified candidate. The successful candidate will be required to take an active part in the extra curricular life of the department and the school. The appointment is on a day to day basis due to the maternity leave of the present holder.

RUMNEY HIGH SCHOOL, CARDIFF (11–18 COMPREHENSIVE) 8 FORM ENTRY
WELSH: SCALE I or II
Required for September 1983 or January 1984, a well qualified teacher of Welsh to be responsible for the subject throughout the school. The subject is taught to 'O' level and CSE with small 'A' level groups when appropriate. Scale II for suitable candidate.

ST ILLTYD'S RC COLLEGE FOR BOYS, CARDIFF (11–18 COMPREHENSIVE) 4 FORM ENTRY
HEAD OF PHYSICAL EDUCATION: SCALE III
Required for September 1983 or January 1984, to be responsible for the subject throughout the school. The school has a very fine tradition in Rugby and the candidate would be expected to be able to maintain this tradition as well as develop the subject throughout the school.
PHYSICS AND CHEMISTRY: SCALE I
A teacher for Physics and Chemistry. The successful candidate would also be expected to teach one or more aspects of the Combined Science Syllabus to the lower forms.
ENGLISH: SCALE II or III
Required for September 1983 or January 1984 a teacher for English and to take charge of the Library. A Scale II post is available but a Scale III post may be available for a suitably qualified and experienced person.
REMEDIAL: SCALE I
A teacher for Remedial Studies for one year during the secondment of the present holder.

ST TEILO'S C/W HIGH SCHOOL, CARDIFF (11–18 COMPREHENSIVE) 8 FORM ENTRY
TEACHER I/C COMMERCE DEPARTMENT: SCALE II
Required for September, 1983, or as soon as possible after, a suitably qualified teacher to take charge of a thriving and well equipped Commerce Department, which also offers the BEC General Certificate Course linked with Rumney College, Cardiff. Preference will be given to practising Anglican communicants.
BIOLOGY: SCALE I (TEMPORARY)
Required for the 5th September, 1983, a well qualified graduate to teach Biology throughout the school and to take share of VI Form work. A temporary appointment on a day to day basis to cover maternity leave. Preference will be given to practising Anglican communicants.

Application forms may be obtained on receipt of a stamped addressed foolscap envelope from the undersigned, to whom completed forms should be returned within 10 days of the appearance of this advertisement.
L. J. A. CULE, Director of Education, Education Offices, Kingsway, Cardiff.

Mathematics

Heads of Department

BEDFORDSHIRE
NORTHERN AREA SANDY UPPER SCHOOL Engayne Avenue, Sandy, Beds Headmaster Mr. J. Francombe Telephone Sandy 80598 13 - 18 Co-educational Comprehensive School, no on roll 1170
Required for September 1983 a TEMPORARY TEACHER OF MATHEMATICS to act as Head of Department for the academic year 1983/84 due to the secondment of the present post-holder. A Scale 4 post may be available for a suitably qualified and experienced candidate.
Applicants should be well qualified and capable of teaching to all levels, including further mathematics A level and of leading a large and flourishing department.
Application forms and further details from the Headmaster s.a.e. please.
This is a re-advertisement. (12771) 133[illegible]

Scale 2 Posts and above

DEVON
Please see displayed advertisement on page ...... (10644) 133420

ENFIELD
LONDON BOROUGH OF ENFIELD ALBANY SCHOOL Bell Lane, Enfield, Middlesex (8 form entry Mixed Comprehensive) Roll 1250 Required for September 1983, a teacher of MATHEMATICS to cover a one year secondment. A part time appointment would be considered and a Scale 2 is available for a suitably experienced applicant.
London Allowance, £615.
Application forms (foolscap SAE) obtainable from the Head Teacher to whom they should be returned as soon as possible. (12707) 133420

ESSEX
THE SANDON SCHOOL (Roll 1456) Molrams Lane, Chelmsford Tel: Chelmsford 73611 MATHEMATICS Scale 3 Required September (or January) an experienced graduate Mathematician to be second in this excellent department.
Please apply by letter with C.V. and s.a.e. to Headteachers. (06770) 133420

GLOUCESTERSHIRE
BROCKWORTH SCHOOL (11 - 18 Comprehensive, 900 on roll) Required for September or January, second in the Mathematics Department. Scale 2. Experienced teacher required to join strong department. Ability to teach at all levels from remedial to 'A' level looked for.
Further details and application form available on receipt of s.a.e. from The Headmaster, Brockworth School, Mill Lane, Brockworth. GL3 4QF. (10089) 133420

GLOUCESTERSHIRE
COLWELL SCHOOL FOR GIRLS GRADUATE MATHEMATICIAN See Secondary scale 1 posts, Mathematics. (10638) 133420

HAVERING
LONDON BOROUGH OF HAVERING BRITTONS SCHOOL (Roll 1040 Mixed) Ford Lane, Rainham RM13 7BB Tel: Rainham 54361 Headteacher: Mr. A.J. Smith. B.Sc (Stats), B.Sc) (Geol), F.G.S.
Required September 1983 or January 1984, a well qualified teacher of Mathematics, Scale 3 to be second in a strong department. Present post holder promoted to Head of Department elsewhere.
Applicant should be a good administrator and have experience of teaching across all age ranges and abilities. Responsibilities include internal examination organisation. SMP taught in first 3 years; CSE, 'O' and 'A' level courses in Maths, Statistics and Computer Studies.
Letters of application should be sent to the Headteacher as soon as possible enclosing curriculum vitae and the names of two referees. (10085) 133420

LINCOLNSHIRE
WELBOURN, WILLIAM ROBERTSON SCHOOL
ASSISTANT
Scale 3 - Roll 520
Required from autumn term 1983, or as soon as possible thereafter, well qualified and experienced teacher to be Second in the Mathematics Department, with special responsibility for Computer Studies at this 11 - 18 mixed comprehensive school. Experience of teaching 'A' level Mathematics an advantage.
Further particulars and forms from the Headmaster, William Robertson School, Main Road, Welbourne, Lincoln, (s.a.f.e.) Closing date 17th June. (12654) 133420

LINCOLNSHIRE
BRANSTON SCHOOL AND COMMUNITY COLLEGE
ASSISTANT TEACHER
BURNHAM SCALE 3
NOR 1289
Required for September or January, a well-qualified teacher to be second in the Maths Department of this 11 - 18 Comprehensive School. Experience of teaching across the whole ability range is essential, but a significant 6th form commitment and course development responsibilities are important features of the post.
For forms/details send SAE to the school, Station Road, Branston, Lincoln LN4 1LH.
Closing date 21 June 1983. (12757) 133420

Scale 1 Posts

BARNET
LONDON BOROUGH WHITEFIELD SCHOOL Claremont Road, Hendon NW2 01-455 4114 Mixed Comprehensive/ Roll 840. Sixth Form 157. Required September 1983, Scale 1 teacher of MATHEMATICS for all abilities up to and including A-level. Ability to teach Computer Studies or Statistics would be an advantage. Department uses S.M.P. Schemes throughout, with the new 'individualised' 11 to 16 scheme in the first three years.
In approved cases assistance may be given towards the payment of removal expenses and separation allowances.
Apply in writing to Head Teacher with full c.v. and names of two referees, S.A.E. (06680) 133422

BERKSHIRE
HERSCHEL HIGH SCHOOL Northampton Avenue, Slough N.O.R. 560 (Co-ed grammar 6th form 120) Required September 1983, or as soon as possible thereafter, well qualified TEACHER OF MATHEMATICS (Scale 1) Interest in Computer Studies a strong recommendation. Full range of courses to O and A and CSE levels available.
Letters of application to Headteacher with c.v., other teaching subjects offered and names of 2 referees as soon as possible. (10221) 133422

BERKSHIRE
THE EMMBROOK SCHOOL Emmbrook Road, Wokingham N.O.R. 1240 (160 in 6th form) Required September 1983 TEACHER OF MATHEMATICS (Scale 1) to teach the subject at all levels (including O and A) in this 7 form entry comprehensive school.
Further details and application forms from the headmaster (sae). Closing date 15 June.
Berkshire County Council is an equal opportunity employer. (10224) 133422

BERKSHIRE
SANDHURST SCHOOL Owlsmoor Road, Owlsmoor, Camberley, Surrey N.O.R. 1100 comprehensive 11 - 18 mixed Required September 1983 TEACHER OF MATHEMATICS (Scale 1) to teach the subject throughout the school to GCE A level. An ability to offer Physics or Computing would be an advantage.
Apply by letter to the headmaster giving full curriculum vitae and quoting two referees (sae).
Berkshire County Council is an equal opportunity employer. (10228) 133422

BERKSHIRE
ALTWOOD C.E. (CONTROLLED) SCHOOL Altwood Road, Maidenhead SL6 4PU. N.O.R. 990 (120 6th form) Required September 1983 TEACHER OF MATHEMATICS (scale 1). Possibility of some 6th form work and/or Computer Studies for suitable person.
Apply in writing giving names and addresses of 2 referees to the Headmaster (sae). Tel: Maidenhead 22936.
Closing date 20th June. Berkshire County Council is an equal opportunity employer. (04683) 133422

BERKSHIRE
LANGLEY COUNTY GRAMMAR SCHOOL Reddington Drive, Langley, Slough N.O.R. 680 (177 in 6th) Required September 1983 at this co-ed grammar school GRADUATE TO TEACH MATHEMATICS (Scale 1) to O, A, and S levels. The Mathematics Department has a tradition of presenting candidates for Oxbridge exams and 30 candidates each year are presented for A level.
Application form and further details from Headmaster (sae).
Berkshire County Council is an equal opportunity employer. (04682) 133422

BUCKINGHAMSHIRE
MILTON KEYNES AREA DENBIGH SCHOOL Cornwall Grove, Bletchley, Milton Keynes (mixed comprehensive - approximately 1100 on roll) MATHEMATICS/SCIENCE FACULTY
Required from September 1983 for one year only, a teacher to teach in the Mathematics and Science Department. Scale 1. Some flexibility exists within the Mathematics/Science Faculty to enable emphasis of teaching in either area. Opportunities exist to teach to CSE and 'O' level. It may be possible to include some 6th form work.
The Mathematics/Science Faculty is housed in a new block with excellent facilities.
Assistance with rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Apply by letter to the Headteacher, E J Corrin MA, giving full curriculum vitae and the names and addresses of two referees. (10068) 133422

BUCKINGHAMSHIRE
WYCOMBE AREA DEYNCOURT SCHOOL New Road, Bourne End SL8 5BW Head: Mr. C.S.J. Barrett, M.A. Roll: 350 mixed Required from September 1983 Mathematics teacher, mainly lower school, ability teach Science or English as second subject.
Reimbursement of removal expenses, 75% allowance on legal and Estate Agents fees (maximum payment £800) and incidental expenses of £150 payable in approved cases. Housing allowance pending removal also payable in approved cases.
Applications by letter to Headmaster with full details and naming two referees, and enclosing stamped addressed envelope. (10634) 133422

CUMBRIA
COUNTY COUNCIL PARKVIEW SCHOOL West Avenue, Barrow in Furness LA13 0AY (11 - 16 mixed comprehensive, Group 12). Required for 1st September 1983, 2 teachers of Mathematics. Scale 1. (There may be the possibility of Scale 2 for a suitably qualified and experienced applicant).
Application form and further details (see please) from and returnable to the Head by 17th June 1983. (10601) 133422

DERBYSHIRE
EDUCATION COMMITTEE
CLOWNE SCHOOL Boughton Lane, Clowne, Chesterfield S43 4QG
11 - 18 Comprehensive, N.O.R. 1000 Mixed
For September Teacher of Mathematics, Scale 1. Ability to teach 'A' level applied Mathematics useful but not essential. S.M.P. 11 - 16 being introduced September, 1983.
Letters of application, with curriculum vitae and 2 referees, to the Headmistress. (S.A.E. please).
Derbyshire County Council is an equal opportunity employer. (01183) 133422

DERBYSHIRE
COUNTY COUNCIL QUEEN ELIZABETH'S GRAMMAR SCHOOL Ashbourne. Comprehensive, 11 - 18: 1220 on roll: split sites. Required for SEPTEMBER Assistant Teacher for MATHEMATICS to Fifth Form level. Scale 1 post.
Application forms and further particulars from the Headmaster (S.A.E.). Completed applications should be returned within 10 days of the appearance of this advertisement. (10416) 133422

DEVON
Please see displayed advertisement on page 51. (10646) 133422

DORSET
FERNDOWN UPPER SCHOOL Cherry Grove, Ferndown, Wimborne (13 - 18 Mixed Co-op, 1420 on roll) Required for September, 1983. Teacher of Mathematics Scale 1. The post will be temporary in the first instance but a permanent promoted post could be available for a suitably experienced candidate who could work in the field of computer development.
Please send foolscap s.a.e. to Headmistress, for application form and further information. (10512) 133422

DORSET
TWYNHAM COMPREHENSIVE SCHOOL Sopers Lane, Christchurch (11 - 16 age Range) Required September 1983. Teacher for Mathematics Scale 1.
Application forms and further details from Headteacher on receipt of s.a.e. (10514) 133422

DORSET
QUEEN ELIZABETH'S SCHOOL Wimborne Minster, Dorset (1400 pupils, 13 - 18 years, 250 in Sixth Form) Required September 1983, teacher for Mathematics. Scale 1, to join a strong department of 10 full-time teachers. S.M.P. or S.M.P. based courses. Micro-computer section is in the Mathematics Department.
Apply by letter, including curriculum vitae to the Headmaster within one week. S.a.e. please if acknowledgement required. (10507) 133422

EAST SUSSEX
HEATHFIELD SCHOOL Cade Street, Heathfield TN21 8RJ (Comprehensive Mixed 11 - 18, 1060 on roll - 120 in Sixth Form) Required September 1983. Teacher of Mathematics, Scale 1. Ability to teach some Science an advantage but not essential.
Relocation grants available in approved cases.
Apply to Headmaster with full curriculum vitae, and names and addresses of two referees as soon as possible. (12656) 133422

EAST SUSSEX
WILLIAM PARKER SCHOOL Parkstone Road, Hastings TN34 2NB (Comprehensive Boys 11 - 18, voluntary controlled 1170 on roll, 200 in Sixth Form) Required September 1983 well-qualified Mathematics Teacher, Scale 1. Commitment to comprehensive education and willingness to contribute to school activities would be a strong recommendation. Readvertisement: previous applicants will be considered. Relocation grants available in approved cases.
Apply to Headmaster with full curriculum vitae and names and addresses of referees as soon as possible. (12658) 133422

SECONDARY MATHS
continued

EAST SUSSEX
RATTON SCHOOL Park Avenue, Eastbourne BN21 2XR (Comprehensive mixed 11 - 16, N.O.R. 970) Required from September a Teacher of Mathematics (Scale 1) to teach all ages and abilities. Relocation grants available in approved cases.
Further details and application forms (SAE please) from the Headmaster. Closing date 17th June. (04834) 133422

ENFIELD
LONDON BOROUGH OF ENFIELD SOUTHGATE SCHOOL Sussex Way, Cockfosters, Herts. EN4 0BL (Mixed Comprehensive), Roll 1425 including over 200 in Sixth Form Required for September, two teachers for MATHEMATICS and PHYSICS or combination of both. Scale 1.
London Allowance, £615. Consideration given to assistance with removal, relocation costs, temporary housing and two homes allowance.
Application forms (foolscap SAE) obtainable from the Head Teacher, to whom they should be returned as soon as possible. (12705) 133422

ESSEX
CHALVEDON SCHOOL Wickford Avenue, Pitsea, Basildon (Roll 1450) Tel: Basildon 559536 MATHEMATICS Scale 1 Required September, Teacher of Mathematics in well established department. Possibility of rented accommodation.
Apply by letter to the Headmaster with curriculum vitae and names of two referees, enclosing s.a.e. (06589) 133422

ESSEX
COUNTY HIGH SCHOOL FOR GIRLS Broomfield Road, Chelmsford CM1 1RW (Roll 625) Tel: Chelmsford 352592 MATHEMATICS TEACHER Scale 1 Required September 1983. Graduate Mathematician. Large academic VI: 180 girls. Teaching to Oxbridge available: strong department. Scale 2 available. Probationer welcomed
Please reply direct to Headmistress with details of age, qualifications, teaching experience and names of two referees (foolscap s.a.e. please).

MOULSHAM HIGH SCHOOL Brian Close, Chelmsford (Roll 1680) Tel: Chelmsford 60101 TEACHER OF MATHEMATICS Scale 1 Required September 1983, well-qualified Mathematician. 'A' level work available for a suitable candidate.
Letters of application, curriculum vitae and names of referees to Headteacher (foolscap s.a.e. please).

SWEYNE SCHOOL Pearsons Avenue, Rayleigh (Roll 1248: 11 - 16 Comp. Mixed) Tel: Rayleigh 773721. TEACHER OF MATHEMATICS SCALE 1 Required September, Mathematics Specialist to teach the subject throughout the school to examination level. An interest in Computer Studies would be welcomed.
Curriculum vitae and names of two referees to Headteacher (foolscap s.a.e. please).

SOUTHEND HIGH SCHOOL FOR BOYS Prittlewell Chase, Southend-on-Sea SS0 0RG (Roll 820) Tel: Southend 43074 MATHEMATICS TEACHER, SCALE 1 Required September 1983 to teach throughout this large selective school. Maths 6th Form of 120.
Applications to Headteacher (foolscap s.a.e. please). (06584) 133422

GLOUCESTERSHIRE
STROUD HIGH SCHOOL FOR GIRLS Stroud Voluntary Controlled Selective School (660 girls) Required for September, well qualified graduate to teach Mathematics throughout the school to 'A' level Scale 1. Interest in computer studies an advantage.
Apply to Headmistress with curriculum vitae. (10072) 133422

GLOUCESTERSHIRE
COLWELL SCHOOL FOR GIRLS Derby Road, Gloucestershire Required for September in this 3 F.E. Girls Grammar School, Graduate Mathematician to share in the teaching of the subject throughout the school including statistics to A level. Ability to assist with computer studies an advantage. Scale 2 post available for suitably experienced candidate.
Applications by letter with curriculum vitae and names of two referees to the Headmistress as soon as possible. (10640) 133422

GUERNSEY
ST. SAMPSON'S SECONDARY SCHOOL Required for 1st September 1983 a Scale 1 teacher of Mathematics, familiar with both SMP and traditional methods.
Further details of the post and application forms are available from the Director of Education, P. O. Box 32, La Couperderie, St. Peter Port, Guernsey, and should be returned by Monday 13th June 1983. Please include an UNSTAMPED foolscap envelope when requesting forms. (06088) 133422

GUERNSEY
STATES OF GUERNSEY EDUCATION COUNCIL LES BEAUCAMPS SECONDARY SCHOOL Required for 1st September 1983 a Scale 1 teacher of Mathematics preferably with some interest in microelectronics.
Further details of the post and application forms are available from the Director of Education, La Couperderie, St. Peter Port, Guernsey and should be returned by Monday, 13th June 1983. Please send UNSTAMPED foolscap envelopes when requesting forms. (06089) 133422

HAMPSHIRE
SOUTH EAST HANTS AREA HORNDEAN SCHOOL Barton Cross, Horndean (12 - 18 mixed comprehensive - 1322 n.o.r.) Required September 1983, Graduate Mathematician to teach Mathematics to Advanced level. Ability to offer Computer Studies an advantage. Scale 1.
Apply by letter to Headmaster with curriculum vitae and names of two educational referees, s.a.e. for further details. (12629) 133422

HAMPSHIRE
THE RICHARD ALDWORTH SCHOOL Western Way, Basingstoke RG22 6HA 11 - 16 Mixed Comprehensive N.O.R. 1300 Required January, 1984 or earlier Teacher of Mathematics - Scale 1
Further details available from the Headmaster. (12648) 133422

HEREFORD AND WORCESTER
COUNTY COUNCIL
HAGLEY R.C. HIGH SCHOOL
Brake Lane, West Hagley, Nr. Stourbridge, West Midlands.
11 - 18 Comprehensive 750 on roll including 75 Sixth Form
Applications are invited from suitably qualified and experienced graduates for the following post:- ASSISTANT TEACHER Scale 1 for Mathematics and Computer Studies.
Mathematics courses are taught to C.S.E. 'O' and 'A' levels. The person appointed would be given a share of 'A' level teaching including Further Mathematics (J.M.B.). The school has at present three micro-computes (two Commodores and one Acorn).
Further details from the Headmaster on receipt of a foolscap stamped addressed envelope. (12674) 133422

HERTFORDSHIRE
SIR JOHN LAWES Manland Way, Harpenden, Herts AL5 4QP Group 8, N.O.R. 420 Required for September, a well-qualified teacher of mathematics (Scale 1) to teach throughout this expanding 11 - 18 all-ability school.
Further details and application form (s.a.e.) from The Headmaster. (06736) 133422

HILLINGDON
LONDON BOROUGH OF HILLINGDON
HAYES MANOR SCHOOL Wood End Green Road, Hayes UB3 2SE
(number on roll - 1022, 120 in Sixth Form).
Required for September, 1983 in this six form entry mixed comprehensive school, well qualified Scale 1 teacher of mathematics.
The Mathematics Department has six full time staff, its own suite of rooms and offers CSE, 'O' and 'A' Level courses in Mathematics as well as developing courses in computer education.
Please apply in the first instance by letter to the Head of the School stating the names and addresses of two referees.
Outer London Allowance Payable. (10071) 133422

HOUNSLOW
CRANFORD COMMUNITY SCHOOL High Street, Cranford, Hounslow TW5 9PD Tel: 01-897 2001 Head: Mrs. Anne Jones B.A. Required from September 1983. A teacher of MATHEMATICS Scale 1.
Cranford Community School is a fully comprehensive superbly equipped purpose-built Community School. The Mathematics Department has six suited rooms including a Computer Laboratory. There are currently 55 'A' level students and courses for pupils of all abilities.
LONDON ALLOWANCE: £615 p.a.
For full details apply with curriculum vitae and stamped addressed foolscap envelope to the Head as soon as possible.
WE ARE AN EQUAL OPPORTUNITY EMPLOYER. (01148) 133422

HUMBERSIDE
EDUCATION DEPARTMENT EAST RIDING DIVISION BEVERLEY GRAMMAR SCHOOL Queensgate, Beverley HU17 8NF (Boys' voluntary aided comprehensive, N.O.R. 600) MATHEMATICS - SCALE 1 - Required for September, 1983, to teach S.M.P. Mathematics to G.C.E. Additional Ordinary level, T.E.C. level 1 Mathematics in the Lower Sixth and Computer Studies to at least C.S.E. level in a successful department.
Application forms and further details are available from the Head of the school (S.A.E. please) to whom completed forms should be returned by 13th June, 1983. (12608) 133422

HUMBERSIDE
EDUCATION DEPARTMENT EAST RIDING DIVISION WITHERNSEA HIGH SCHOOL Hull Road, Withernsea HU19 2EQ (Co-educational comprehensive, 11 - 18 years, N.O.R. 1350) MATHEMATICS SCALE 1. Required for September, 1983, or as soon as possible thereafter, a qualified teacher capable of teaching Mathematics throughout the school together with some computer studies. 'A' level work is available in computer studies for a suitable candidate.
Application forms and further details are available from the Head of the school (S.A.E. Please) to whom completed forms should be returned by 13th June, 1983. (10402) 133422

KENT
COUNTY COUNCIL EDUCATION DEPARTMENT CANTERBURY DIVISION SIR WILLIAM NOTTIDGE SECONDARY SCHOOL Bellevue Road, Whitstable CT5 1PX Headmaster: Mr. G.E. Pike, B.A. Co-educational 1125 pupils, 11 - 17 years Required for September, 1983 a teacher (Scale 1) to join Mathematics Department team; good facilities and support available for a keen teacher wishing to move into this subject area.
Please apply immediately by letter, with curriculum vitae and details of two referees, to the Headmaster at the school (s.a.e. please).

MAIDSTONE DIVISION THE ASTOR OF HEVER SCHOOL Oakwood Road, Maidstone ME16 8AE Required September 1983 Teacher of MATHEMATICS and COMPUTER STUDIES. A suitably qualified Teacher to join this developing department that offers courses to O-level and C.S.E. The school is fully comprehensive in the first two years. At the age of 13+ some pupils transfer to one of the four Upper Schools; the remaining majority follow courses to O-Level and C.S.E. (Roll 800).
Application form and further details from the School (foolscap S.A.E.).

SWALE DIVISION THE SHEPPEY SCHOOL Headmaster: R.O.Barson, B.A. Fully Comprehensive mixed upper school 13 - 18 years. 1800+ on roll MATHEMATICS SCALE ONE A qualified teacher is required to teach mathematics throughout the ability range. 'A' level work may be available. An interest in computing is useful, but not essential.
Letters of application, together with curriculum vitae and names and addresses of two referees to The Headmaster, The Sheppey School, Minster Road, MINSTER, SHEPPEY, Kent, as soon as possible please. (12790) 133422

LEICESTERSHIRE
UPPINGHAM COMMUNITY COLLEGE London Road, Uppingham, Leics.
11 - 16 Comprehensive
ROLL 539
MATHS/GIRL'S P.E. SCALE 1
Required August, a teacher of Maths with ability to offer Girls P.E. as a second subject. Good accommodation and facilities exist in both subject areas.
Further details from the Head (SAE). Apply immediately (no forms) with full particulars and names and addresses of two referees (SAE). (12663) 133422

LEICESTERSHIRE
LUTTERWORTH HIGH SCHOOL Woodway Road, Lutterworth, Leics.
In the Leicestershire plan for the re-organisation of secondary education.
11 - 14 High,
ROLL 828
MATHEMATICS
SCALE 1
Required August,
Further details from the Head (SAE). Apply immediately (no forms) with full particulars and names and addresses of two referees (SAE). (12750) 133422

LINCOLNSHIRE
ASSISTANT TEACHER
GAINSBOROUGH QUEEN ELIZABETH'S HIGH SCHOOL
BURNHAM SCALE 1
NOR 800
Required for September 1983, a graduate teacher of Mathematics able to teach to 'O' level, possibility of 'A' level work; willingness to teach Computer Studies an advantage.
For forms/details and S.A.E. to the Queen Elizabeth's Grammar School, Morton Terrace, Gainsborough. Closing date: 21st June 1983. (04580) 133422

LONDON
ST. ANGELA'S URSULINE CONVENT Forest Gate, London E7 Girls Comprehensive school 870 on roll: Required September teacher for mathematics throughout the school and up to O and C.S.E. level (Scale 1). Applicants should apply in writing to the Headmistress giving names and addresses of two referees. (06538) 133422

NORFOLK
DISS HIGH SCHOOL Walcot Road, Diss IP22 3DH
No. on roll 920
Scale 1 Mathematics
Teacher required with possibility of Physical Science to average and low ability pupils.
Letters of application giving full details of qualifications and experience together with the names of two referees should be addressed to the Head Teacher at the school. (12604) 133422

NORTH YORKSHIRE
COUNTY COUNCIL HARROGATE GRANBY HIGH SCHOOL Avondale Road, Harrogate HG1 4AR 11 - 18 Comprehensive Required for Septmber 1983, teacher for MATHEMATICS (Scale 1). The work would be initially in years 1 - 4 inclusive with the possibility of examination work if desired. The school is a large thriving community on one campus with excellent facilities. The Mathematics Department is both strong and successful.
Apply by letter to the Headmaster immediately, giving full career details with names and addresses of two referees. (04818) 133422

NORTH YORKSHIRE
COUNTY COUNCIL BRAYTON HIGH SCHOOL Doncaster Road, Selby YO8 9QS Purpose-built 11 - 16, increasing to 900 on roll Required for September 1983, two teachers of MATHEMATICS, Scale 1. In the light of the reorganisation approved for the Selby area, these posts will initially be on one year fixed term-contracts until 31st August 1984.
Candidates should apply immediately to the Headmaster quoting qualifications, experience and two referees. (10844) 133422

NORTHAMPTONSHIRE
DAVENTRY SOUTHBROOK COMPREHENSIVE SCHOOL Hawke Road, Southbrook Estate, Daventry, Northants NN11 4LJ
Required for September: teacher of Mathematics (Scale 1); the ability to teach some Computer Studies would be an advantage.
Application form and further details available from the Headmaster (SAE please). (06690) 133422

REDBRIDGE
LONDON BOROUGH OF REDBRIDGE
VALENTINES HIGH SCHOOL Cranbrook Road, Gants Hill, Ilford IG2 6HX
Telephone: 01-554 3608
Head: Miss J. Thompson M.A.
Required from September 1983: a suitably qualified teacher of Mathematics for this split-site, mixed 11 - 18 comprehensive school. The post is on Scale 1 with Outer London Allowance.
Please apply by letter to the Head, giving full details and the names and addresses of 2 referees, as soon as possible. (06665) 133422

ROTHERHAM
METROPOLITAN COUNCIL
WALES COMPREHENSIVE SCHOOL
11 - 18 Mixed. Approx. 1650 on roll. Approx. 120 in 6th form
Required for September 1983.
ASSISTANT TEACHER - SCALE 1
Graduate teacher for Mathematics, to teach to all levels in purpose-built accommodation including a Computer Centre. Further information from the Head (Tel: Worksop 771291).
Closing date: 14th June 1983.
Curriculum Vitae and details of two persons for reference to the Head Teacher of the School: Storth Lane, Kiveton Park, Sheffield S31 8QS.
W.B. Mussett, Director of Personnel Resources. (06847) 133422

Somerset County Council

APPLICATIONS ARE INVITED FROM QUALIFIED TEACHERS FOR THE FOLLOWING POSTS. UNLESS INDICATED OTHERWISE APPLICATION FORMS AND DETAILS (SAE FOOLSCAP) FROM THE HEAD AT THE SCHOOL.

SECONDARY

BRYMORE SCHOOL, CANNINGTON, BRIDGWATER
(Secondary Technical School of Agriculture, 190 Boys. 150 Boarders)
For September 1983:
I Teacher of HORTICULTURE and related subjects.
The appointment will be temporary for one year in the first instance with the possibility of confirmation to a permanent position. This is a new post and the successful applicant will have the opportunity to help in the development of the schools' horticultural resources, which are considerable. A scale 2 post may be available for a suitably qualified and experienced candidate. Full involvement in the life of the school essential. Candidates may be considered for formal boarding duties with good allowances and/or emoluments.
II Teacher of ENGLISH and MATHEMATICS, Scale 1.
This is a new post and the successful applicant will be someone who enjoys teaching the less able. The post will be temporary for one year only in the first instance with the possibility of confirmation to a permanent position. Full involvement in the life of the school essential. Candidates may be considered for formal boarding duties with good allowances and/or emoluments.
Full details and application forms (sae) from the Head at the school. (Tel: Combwich 652369)

BUCKLER'S MEAD SCHOOL, YEOVIL
(11–16 mixed comprehensive. 1,260)
For September 1983:
Teacher, Scale 1.
For the Technical Studies Department. A CRAFT/DESIGN Teacher with particular interest in Woodwork would be preferred.
Applications by letter (asap) to the Head at the school.

COURT FIELDS SCHOOL, WELLINGTON
(11–16 mixed comprehensive, 830)
For September 1983:
I. Teacher, Scale 1 of SCIENCE.
Temporary full-time appointment for one year. To teach A level school course based on Nuffield combined science and some general science in the upper school.
II Teacher, Scale 1 of DRAMA.
To teach throughout the school, including CSE and O level, together with some teaching of English. Temporary appointment initially for one year.
Closing date 17th June, 1983.

SYDENHAM SCHOOL, BRIDGWATER
(11–16 mixed comprehensive, 1,006)
For September 1983:
I Well qualified teacher of BIOLOGY, Scale 1.
Ability to teach Biology and Human Biology to CSE and O level essential. This is a temporary appointment for one year only.
Vacant due to secondment.
Post is suitable for either an experienced or probationary teacher.
Closing date 13th June, 1983.
II Teacher of MATHEMATICS, Scale 1.
To teach across the full ability range up to O level. Mathematics is taught in a suite of rooms. We are looking for a person who works well in a team, and is also able to contribute individual interests/expertise. Graduate preferred.
Re-advertisement. Previous applicants will be re-considered.
Closing date 20th June, 1983.
Applications by letter to the Head at the school, with curriculum vitae and names of two referees

BISHOP FOX'S SCHOOL, TAUNTON
(11–18 mixed comprehensive, 860)
For September 1983 or January 1984:
Well qualified and experienced teacher to be Head of HISTORY, Scale 3.
The person appointed will be expected to liaise with the other humanities.
Closing date 17th June, 1983.

FROME COLLEGE, FROME
(11–18 mixed comprehensive, 1,800, and FE College combined on separate sites)
For September 1983:
I Teacher of ENGLISH and HUMANITIES, Scale 1.
Temporary appointment. The successful applicant will be teaching primarily City and Guilds foundation courses, with the opportunity for a wider commitment to other aspects of the curriculum.
Closing date 12th June, 1983.
II Teacher of CRAFT, DESIGN and TECHNOLOGY, Scale 1. (Woodwork). To join a lively and progressive department. The post offers the opportunity to teach at all levels of age and ability within the college. An interest in CDT and its development is essential.
Closing date 15th June, 1983.
Applications, giving full details of qualifications and experience should be sent to the Principal, endorsing envelope with post title, and enclosing sae for job descriptions and application forms.

PRIMARY HEADSHIP

WOOKEY COUNTY PRIMARY, NR WELLS
For January 1984:
HEAD for this Group 2 school.
Application form and details (sae) from The Staffing (T) Section, Education Department, County Hall, Taunton TA1 4DY.
Closing date 24th June, 1983.

PRIMARY DEPUTY HEADSHIP

PURITON COUNTY PRIMARY, PURITON
For January 1984 or earlier if possible:
DEPUTY HEAD for this Group 4 school.
To teach Middle Infants.
Re-advertisement. Previous applicants will be re-considered.
Closing date 1st July, 1983.

PRIMARY

ST JOSEPH'S RCVA PRIMARY, BURNHAM-ON-SEA
(205) For January 1984, or earlier if possible:
Experienced Teacher for top juniors, Scale 2.
Responsibility for Physical Education, including boys' games, throughout the school.
Extra curricular activities, ie gymnastics and athletics an advantage.
Applicants should be practising Roman Catholics.
Application forms and details (sae) from The Clerk to the Governors, at the school, with names of two referees.
Closing date 20th June, 1983.

BURNHAM-ON-SEA COUNTY INFANTS, BURNHAM-ON-SEA
(180)
I For January 1984, or earlier if possible:
Teacher, Scale 2.
For top infants with special responsibility for Mathematics, Science, and Display. Also infant/junior liaison.
Closing date 20th June, 1983.
II For September 1983:
Teacher, Scale 1.
For reception class. Experience with 4+ children an advantage.
Closing date 13th June, 1983.

SECONDARY MATHEMATICS
continued

ROTHERHAM
METROPOLITAN COUNCIL
SWINTON COMPREHENSIVE SCHOOL
11 - 18 Mixed. Approx. 1603 on roll. Approx. 156 in 6th form
Required for September 1983
ASSISTANT TEACHER - SCALE 1

Required for Mathematics to teach across the ability range. The Department offers work to 'A' level and other Sixth Form courses. An interest in Statistics/Computing would be an advantage, though not essential.

Closing date: 14th June 1983.

Curriculum Vitae and details of two persons for reference to the Head Teacher of the School, East Avenue, Swinton, Merseyside S64 8JW (Tel: Mexborough 582586).

W.B. Mussett, Director of Personnel Resources. (05850) 133492

SHROPSHIRE
EDUCATION COMMITTEE
THE GROVE SCHOOL
Newcastle Road, Market Drayton TF9 1HF
Headmaster: Mr W.G. Dickinson
MATHS - SCALE 1
Required for September, a temporary one year Scale 1 Maths teacher for all abilities.
Apply by letter with names of two referees to the Headmaster as soon as possible. (04700) 133422

SOLIHULL
EDUCATION COMMITTEE
TEMPORARY TEACHERS OF MATHEMATICS Scale 1
Required at the following schools:
WHITESMORE SCHOOL
Chapelhouse Road, Chelmsley Wood, Birmingham B37 5JS
Tel: 021 770 4431
Required for 31st August 1983 in this 11 - 18 all ability school for one year only, to teach to all age group up to CSE and 'O' level.
HEART OF ENGLAND SCHOOL
Gipsy Lane, Balsall Common, Coventry CV7 7FW
Required for September 1983 in this 11 - 18 all ability school to teach to 'A' level. Initially the appointment will be on a one year contract.
Application forms and further details are available from the Headteacher of the school concerned (s.a.e. please).
Closing date: 10 days from [illegible]

ST. HELENS
EDUCATION COMMITTEE
RAINHILL HIGH SCHOOL
(11 - 18 years mixed Comprehensive; 1,225 on roll, 140 in sixth form)
Portico Lane, Prescot, Merseyside.
MATHEMATICS (SCALE 1)
Required for September, 1983.
Application forms are available from the Head Teacher to whom they should be returned as soon as possible. (12686) 133422

STAFFORDSHIRE
EDUCATION COMMITTEE
HAGLEY PARK COMPREHENSIVE SCHOOL
Burnthill Lane, Rugeley WS15 2HZ
Required for September, 1983 Assistant teacher of MATHEMATICS (Scale 1). The school is an 11 - 18 mixed comprehensive school and the teacher appointed would be expected to contribute to the teaching of Mathematics in all years and at a variety of levels. An ability to contribute to 'A' Level Mathematics and/or 'A' Level Statistics would be an advantage.
Application forms obtainable and returnable to the Headteacher (s.a.e.).
All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (06900) 133422

SUTTON
LONDON BOROUGH OF SUTTON
EDUCATION DEPARTMENT
WALLINGTON HIGH SCHOOL FOR BOYS
Croydon Road, Wallington, Surrey SM6 7PH
Tel: 01-647 2235 (675 on roll - 150 in sixth form)
MATHEMATICS SCALE 1
Required for September 1983 in this boys' selective school with strong University traditions an assistant to teach mathematics throughout the school, preferably to advanced level. 90 sixth formers are studying mathematics; further mathematics or mathematics with statistics at advanced level and some of these offer computer science at ordinary level.
Apply by letter to the Head Teacher enclosing curriculum vitae and names and addresses of two referees. (10685) 133422

WAKEFIELD
CITY OF WAKEFIELD METROPOLITAN DISTRICT COUNCIL
CASTLEFORD HIGH (12 - 18) SCHOOL
Mixed comprehensive (1279 on roll)
Required September 1983, a TEACHER OF MATHEMATICS, Scale 1, to join a strong Department. Opportunities for work to G.C.E. 'O' and 'A' level standard. Further details on request.
Application forms available, on receipt of s.a.e., from Chief Education Officer, Education Department, 8 Bond Street, Wakefield, to be returned within 14 days of the date of this advertisement.
Unless applicants receive notification within 6 weeks of the specified closing date, would they please assume they have been unsuccessful. In the interests of economy individual letters will not be sent. (10551) 133422

WARWICKSHIRE
SOUTHAM SCHOOL
Welsh Road, Southam, Leamington Spa CV33 0JW
Required September 1983, teacher for Mathematics with specialist interest in remedial teaching in the subject.
Application form and further details available from the Head at the school (SAE Please). (01188) 133422

WARWICKSHIRE
NICHOLAS CHAMBERLAINE SCHOOL
Bulkington Road, Bedworth, Nuneaton CV12 9EA
Required autumn term (August 1983), teacher of Mathematics. Mathematics is taught from advanced level further mathematics to small remedial mathematics withdrawal groups. The Department runs a computer appreciation course for all third form pupils.
Further information and application form available from the Head of the school (SAE please). (01183) 133422

WARWICKSHIRE
HIGHAM LANE SCHOOL
Higham Lane, Nuneaton CV10 0NJ
Required for September if possible, teacher of Mathematics for all ages and abilities in this 12 - 16 mixed comprehensive school. The Mathematics Department exerts a major influence within the school [illegible] for individual staff to develop their own organisational skills. A Scale 2 allowance could be made available to suitable applicant.
Application form and further details available from the Head at the school (SAE please). (01183) 133422

WARWICKSHIRE
ETONE SCHOOL
Leicester Road, Nuneaton CV11 6AA
(885 on roll) Required 31st August, 1983, teacher of Mathematics. SMP course followed throughout the school. Ability to teach Computer Studies an advantage.
Application form and further details available from the Head at the school. (01186) 133422

WILTSHIRE
CASTLEDOWN SCHOOL
Ludgershall, Nr Andover, Hants.
11 - 16 mixed comprehensive
MATHEMATICS (Scale 1)
Applications are invited for this full time permanent post to teach mathematics throughout the school. This post would be suitable for a probationer.
Please apply to Headmaster by letter or telephone the School (Tel: Andover 790778). (12787) 133422

WILTSHIRE
Require Scale 1 MATHEMATICS TEACHER.
For further details see display under Secondary Schools other than by subject. (06756) 133422

WIRRAL
METROPOLITAN BOROUGH OF WIRRAL
PENSBY SECONDARY SCHOOL FOR GIRLS
Irby Road, Heswall, Wirral, Merseyside L61 6XN
REQUIRED FOR SEPTEMBER, 1983 ASSISTANT TEACHER FOR MATHEMATICS SCALE 1.
Apply by letter as soon as possible to the Headmistress, enclosing full curriculum vitae together with the names and addresses of two referees. Please enclose a stamped addressed envelope. (12725) 133422

WIRRAL
METROPOLITAN BOROUGH OF WIRRAL
WEATHERHEAD HIGH SCHOOL
Mount Pleasant Road, Wallasey, Merseyside L45 5HX.
(11 - 18 comprehensive - 1350 girls on roll)
ASSISTANT TEACHER SCALE I FOR MATHEMATICS
Ability to teach Applied Mathematics to 'A' level would be an advantage. Weatherhead is one of four schools taking part in the Wirral T.V.E.I. project.
Please apply by letter with full curriculum vitae to the Headmistress giving names and addresses of two referees by Friday 10th June, 1983. (04822) 133422

Modern Languages

Scale 2 Posts and above

AVON
Lawrence Weston School, Stile Acres, Bristol BS11 0QA.
Required for September, an enthusiastic well qualified teacher of French for a flourishing Modern Language Department. The ability to teach Italian would be an asset but this is not essential. A Scale 2 post is available for an experienced teacher.
However, applications are welcome from teachers seeking a first post. (10554) 133620

BERKSHIRE
BAYLIS COURT COUNTY SECONDARY SCHOOL
Gloucester Avenue, Slough N.O.R. 390 (Girls)
Required September 1983
TEACHER OF TYPEWRITING Scale 2 and to be responsible for coordinating the teaching of LANGUAGES. At present French, Urdu and Punjabi are taught but it is not necessary to be proficient in all.
Prospective applicants invited to telephone Headmistress, Mrs. P. Chatterley, to discuss this post, or write for application form and further details (sae). Berkshire County Council is an equal opportunity employer. (04686) 133620

BUCKINGHAMSHIRE
COUNTY COUNCIL
BUCKINGHAM COUNTY SECONDARY SCHOOL
London Road, Buckingham MK18 1AT
Headteacher: P. Coatesworth
Roll: 480 Scale 2
Required September 1983, Assistant Teacher of FRENCH, to teach throughout the school to CSE/O level. Assistance with removal is given in approved cases.
Application form and further details (s.a.e.) from, and to be returned to the Headteacher at the school. (10656) 133620

BUCKINGHAMSHIRE
COUNTY COUNCIL
AYLESBURY HIGH SCHOOL
Walton Road, Aylesbury, Bucks.
Head Teacher: Miss M.S. Lambert
Roll: 870
Assistant teacher of FRENCH and a second MODERN LANGUAGE.
Scale: 2
Required: From January 1984 a well qualified GRADUATE TEACHER OF FRENCH experienced in teaching all aspects of Advanced level French.
Assistance with removal expenses is given in approved cases.
APPLICATION FORMS/FURTHER PARTICULARS available on receipt of s.a.e. from the Headteacher.
Completed application forms to be returned a.s.a.p. (06795) 133620

HARINGEY
Progress with Humanity
GLADESMORE COMMUNITY SCHOOL
A new school to be formed by the amalgamation of Drayton and High Cross Schools
11 - 18 years, Co-educational, Comprehensive, Multi-racial, Community School.
Required for September 1983: CO-ORDINATOR OF MINORITY LANGUAGES AND SECOND IN DEPARTMENT, SCALE 3.
A lively and progressive department committed to the development of Minority Languages in this Community School.
The candidate appointed will need to be enthusiastic and equally committed with plenty of ideas, inspiration and enthusiasm.
Application forms, to be completed and returned immediately, are available from the Headteacher Designate, The Drayton School, Gladesmore Road, Tottenham N15 6TJ, Tel: 01-800 0884. Social Priority Allowance £201/£276
London Allowance (£939) payable.
Removal Expenses 100% allowed in approved cases.
Haringey is an equal opportunity employer. (10291) 133620

LINCOLNSHIRE
MODERN LANGUAGES/COMPUTER LABORATORY
MATERIALS DEVELOPMENT OFFICER
SLEAFORD COUNTY SECONDARY SCHOOL
Scale 3 - Roll 740
Required from autumn term 1983 or as soon as possible thereafter, for three years a teacher with experience of both modern languages teaching and computer programming to develop materials in conjunction with existing staff for use in a new purpose built unit which includes an audio-learning/computer laboratory and a video-laboratory.
This is a re-issue of a previous advertisement and applicants who have already applied need not submit fresh applications.
Further particulars and forms from the Headmaster, Sleaford County Secondary School, Westholme, Leicester Street, Sleaford, Lincs. (s.a.f.e.) Closing date 17th June. (06752) 133620

SHROPSHIRE
EDUCATION COMMITTEE
CHARLTON SCHOOL
Severn Drive, Wellington, Telford, Shropshire TF1 3LE
Tel: Telford 3257
Required for September 1983 a Scale 2 Teacher of Modern Languages offering French with one other foreign language. Willingness to help with foreign exchanges a distinct advantage.
Application forms and further details available from Headmaster (SAE). (01099) 133620

WILTSHIRE
HIGHBURY SECONDARY SCHOOL
Laverstock, Salisbury, Wilts.
FRENCH SCALE 2
Required for September 1983 a teacher in French in this boys' Secondary Modern School (650 on roll) and C.S.E. Courses are followed, as are County Graded Tests. An ability to teach German, at least to level one of the County Graded Tests will be an advantage. The successful applicant will be expected to help with an exchange and school trips to France.
Please apply by curriculum vitae and a S.A.E. (00813) 133620

Scale 1 Posts

BARKING AND DAGENHAM
LONDON BOROUGH OF BARKING AND DAGENHAM
ROBERT CLACK COMPREHENSIVE SCHOOL
Gosfield Road, Dagenham, Essex
(Roll 1821)
Required for September 1983: MODERN LANGUAGES - FRENCH/GERMAN - A well-qualified teacher. Graduate required. Courses are run to CSE, 'O' and 'A' levels. Graded tests have been developed. Applicants should be prepared to help in exchange and cultural links. Scale 1 plus Inner London Allowance. Reimbursement of removal expenses in approved cases.
Apply in writing immediately to the Headteacher, giving full curriculum vitae and the names and addresses of two referees, one of whom should be, where appropriate, your present or immediate past employer. (06591) 133622

BARNET
LONDON BOROUGH
QUEEN ELIZABETH'S GIRLS' SCHOOL
High Street, Barnet
Tel: 01-449 2984
Girls' Comprehensive
Roll 885, Sixth Form 135.
Next to High Barnet Stn.
Required September 1983, graduate to teach FRENCH across the full range of ability to C.S.E., OL and AL joining a department of six full time specialists. Scale 1.
In approved cases assistance may be given towards the payment of removal expenses and separation allowances.
Apply in writing to Head Teacher with full c.v. and names of two referees. S.A.E. (06679) 133622

BERKSHIRE
UPTON COUNTY GRAMMAR SCHOOL
Lascelles Road, Slough
N.O.R. 800 (6th form 216)
Required September 1983 TEACHER OF FRENCH (scale 1) to O and A levels in this selective grammar school. Ability to assist with either Latin or German desirable but not essential.
Letters of application, with names of two referees, to headmaster (sae). Berkshire County Council is an equal opportunity employer. (10238) 133622

BERKSHIRE
ASHMEAD SCHOOL
Northumberland Avenue, Reading
N.O.R. 900
Required September 1983 TEACHER OF FRENCH (Scale 1) to join the Modern Languages Department. The successful candidate will be expected to teach throughout the age and ability range and secondary qualifications in R.E. or Music are desirable but not essential.
Apply to the headmaster (sae). Closing date 20 June. Berkshire County Council is an equal opportunity employer. (10236) 133622

BUCKINGHAMSHIRE
WYCOMBE AREA
SIR WILLIAM BORLASE'S SCHOOL
West Street, Marlow, Bucks.
Head: Mr. R.R. Smith, M.A., J.P.
Roll: 508 boys (156 in sixth form)
Required from September 1983, graduate to teach French and German throughout this grammar school, to G.C.E. 'A' and 'S' levels. Help with Rugby football and other games an added qualification. For experienced applicants a Scale 2 post might be available.
Reimbursement of removal expenses, 75% allowance on legal and Estate Agents fees (maximum payment £900) and incidental expenses of £150 payable in approved cases. Housing allowance pending removal also payable in approved cases.
Apply by letter to Headmaster with full details and enclosing stamped addressed envelope, or Tel: Marlow 2256. (06696) 133622

CAMBRIDGESHIRE
Huntingdon Area
ERNULF COMMUNITY SCHOOL
Barford Road, St. Neots, Cambs.
8-9 Form Entry Community Comprehensive 11 - 18
Required for September, Scale 1 TEACHER of FRENCH with some GERMAN.
Apply immediately, by letter to the Principal. Further details on receipt of SAE. (10253) 133622

DONCASTER
HALL CROSS COMPREHENSIVE SCHOOL
Tel: Doncaster 20626
Applications are invited for the appointment from September 1983 of a Scale 1 Teacher of FRENCH.
This co-educational Upper School with more than 1100 pupils on roll and a Sixth Form of over 350 was formed by the amalgamation of the former Doncaster Grammar Schools for Girls and Boys, and provides courses for pupils from 13 to 18 years of age. The School is to be re-organised in September 1983 when it will admit its first intake of pupils from across the full ability range.
50 per cent of removal expenses may be paid in appropriate cases.
Application forms and further particulars (s.a.e. please) are obtainable from the Headmaster, Doncaster Grammar School, Thorne Road, Doncaster DN1 2HY, to whom completed applications should be returned as soon as possible. (10248) 133622

EAST SUSSEX
UCKFIELD SCHOOL
Downsview Crescent, Uckfield TN22 3DJ
Required from September, a Teacher of Modern Languages (Scale 1) to teach German and French in this developing rural mixed comprehensive (11 - 18) school with 1322 on roll.
Relocation grants available in approved cases.
Further details and application forms (s.a.e. please) from the Headmaster. (10692) 133622

ESSEX
THE PARK SCHOOL
(Roll 1100)
Rawreth Lane, Rayleigh
Tel: Rayleigh 781322
TEACHER OF FRENCH AND PREFERABLY GERMAN, SCALE 1/2.
Strong department with excellent facilities. Effective use of graded tests and exchange schemes.
Apply by full letter to Headteacher quoting two referees as soon as possible (foolscap s.a.e. please).
THE MOUNTFITCHET SCHOOL
(Roll 830)
Forest Hall Road, Stansted CM24 8TZ
Tel: 0279 813384
TEACHER FOR GERMAN/FRENCH, SCALE 1
Required September.
Applications (letter and c.v. no forms) to Headteacher within two weeks for particulars (foolscap s.a.e. please). (06766) 133622

GLOUCESTERSHIRE
MARLING SCHOOL
Stroud
Required for September, graduate to teach French to O and A level. Ability to offer second language an advantage. Commitment to exchanges and trips abroad essential. Modern courses are in use throughout the school with an emphasis on oral work leading to the South Western Credit Scheme in years II + III. Marling is a boys selective school of 820 with 100 OL/CSE candidates and 15 AL candidates in French per year.
Application by letter to the Headmaster enclosing curriculum vitae, the names of two referees and s.a.e. (10637) 133622

HAMPSHIRE
THE JOHN HANSON SCHOOL
Croye Close, Andover SP10 3AB
11 - 16 Mixed Comprehensive
N.O.R. 1120
Required January, 1984, or earlier.
Scale 1
Teacher of French
Details and forms of application from Headteacher. (12642) 133622

HAMPSHIRE
TESTBOURNE SCHOOL
Micheldever Road, Whitchurch RG28 7JD
11 - 16 Mixed Comprehensive
N.O.R. 900
Required January, 1984 or earlier
Scale 1
Teacher of French - help with German and/or European Studies
Further details from the Headteacher (s.a.e. please) (12647) 133622

HARROW
EDUCATION COMMITTEE
WHITMORE HIGH
Porlock Avenue, Harrow, Middlesex
Tel: 864 7688
Part-time (.5) teacher of FRENCH required for September for one year to teach up to C.S.E. and 'O' Level. It would be useful if the successful candidate has some knowledge of German and also had an understanding of current language teaching methods. The successful candidate will be willing to contribute to the life and work of the department and of the school. S/he will be expected to assume some tutorial responsibilities.
Application forms from and to be returned to by 15th June 1983. Please enclose stamped addressed envelope.
Harrow is an equal opportunity employer. (10680) 133622

HARROW
EDUCATION COMMITTEE
PARK HIGH
Thistlecroft Gardens, Stanmore, Middx
Tel: 952 2803
FRENCH - Scale 1 - required for September by this 8-form entry co-educational comprehensive high school (12 - 16 years) situated in a pleasant residential area. Foreign languages are an important part of the school curriculum and the school offers a large number of examination candidates covering French, German and Spanish.
Application forms from and to be returned to Headmaster by 15th June. Please enclose a stamped addressed envelope.
Harrow is an equal opportunity employer. (10681) 133622

HEREFORD AND WORCESTER
COUNTY COUNCIL
KING CHARLES I HIGH SCHOOL
Hill Grove House, Comberton Road, Kidderminster DY10 1XA
Required for September 1983. A Modern Linguist with an interest in European and Classical Studies is required at Scale 1. French, German and Latin are taught to A level. The School is a mixed ten-form-entry comprehensive for students aged 13 to 18 with a sixth form of 200. An ability to teach French is essential.
Please apply by letter to the Headmaster giving details of education, qualifications and interests together with the names and addresses of two referees. Applications will be acknowledged with further information.
NORTH BROMSGROVE HIGH SCHOOL
School Drive, Stratford Road, Bromsgrove, Worcestershire B60 1BA
A well qualified Teacher of French (Scale 1). An ability to teach German would be an advantage. Well established courses in a thriving department.
Further details from the Head Teacher on receipt of a foolscap S.A.E. (19975) 133622

HERTFORDSHIRE
MOUNT GRACE SCHOOL
Church Road, Potters Bar
Required for September 1983 Scale 1 Post with Outer London Fringe Allowance to teach both French and Geography - half timetable of each.
The post is mainly to teach years 1 - 3 but in either subject a suitably qualified candidate could possibly teach some C.S.E. or 'O' level work. This post is for a permanent appointment but a year's temporary appointment would be considered.
Mount Grace is an established 11 - 18 all-ability mixed school, situated in a pleasant residential area within easy reach of London.
Letters of application to the Headmaster. (10076) 133622

HERTFORDSHIRE
HITCHIN BOYS SCHOOL
Grammar School Walk, Hitchin, Herts.
Roll: 870 (120 in 6th Form)
SCALE 1 POST
Required for September 1983, a teacher of FRENCH to 'A' level standard, and possibly some GERMAN, to join an enthusiastic language department. French is taught to all pupils in their first 3 years and over half continue to CSE or 'O' level. 60+ boys study German in years 2 and 3 and 2 groups continue to the end of year 5, one to CSE, the other to 'O' level. Foreign visits and exchanges take place annually with Bingen-am-Rhein and Versailles.
Apply immediately by letter to the Headmaster at the School with curriculum vitae and the names & addresses of two referees. (06990) 133622

SECONDARY MODERN LANGAUGES
continued

HOUNSLOW
HOUNSLOW MANOR SCHOOL
Prince Regent Road, Hounslow TW3 1NE
Tel: 01-572 4461
Headteacher: Mr G. R. de Spinoza B.Sc.
Co-educational 1570 Pupils, 200 in Sixth Form Group 12
REQUIRED FOR SEPTEMBER 1983: TEACHER OF FRENCH, SCALE 1.
An opportunity for a well-qualified and enthusiastic teacher of French to join a team of six teachers in a lively and developing Languages Department, committed to the communicative approach.
Knowledge of German or Spanish an advantage.
LONDON ALLOWANCE: £615 p.a. CLOSING DATE: Within two weeks.
Letters of application, in the first instance, to the Headteacher (from whom further particulars can be obtained) giving full details of experience, interests and qualifications, and the names and addresses of two referees: (stamped addressed envelope please).
WE ARE AN EQUAL OPPORTUNITY EMPLOYER. (01146) 133622

HUMBERSIDE
EDUCATION DEPARTMENT
EAST RIDING DIVISION
MARKET WEIGHTON SCHOOL
Spring Road, Market Weighton YO4 3JE
(Mixed comprehensive, 11 - 18 years, N.O.R. 650)
SPANISH/FRENCH - SCALE 1
Required for September 1983, a teacher able to offer Spanish to third and fourth years for courses ultimately leading to 'O' and C.S.E. and to Sixth form for G.C.E. 'A' level. Some lower school French also required.
Application forms and further details are available from the Head of the School (S.A.E. please) to whom completed forms should be returned by 31st May, 1983. (01176) 133622

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
Gillingham Division
RAINHAM SCHOOL FOR GIRLS
Roll 1300
Qualified graduate required to teach French/English in this well equipped secondary school. Examinations are taken to C.S.E., 'O' and 'A' level.
Further information and application form available from Mrs. D. E. Snape, Headmistress, Rainham School for Girls, Derwent Way, Rainham Kent (s.a.e. please). (12791) 133622

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
HONLEY HIGH SCHOOL
Station Road, Honley, Huddersfield HD7 2QI
(REF. 201)
Required for 31st August 1983 well qualified teacher for FRENCH. SCALE 1 throughout the school. This is a permanent vacancy, but a temporary appointment could be made if necessary.
Please apply as soon as possible to the Headmaster by letter, with curriculum vitae and names of two referees.
ALL SAINTS RC HIGH SCHOOL
Bradley Bar, Huddersfield
Ref. 203.
Voluntary Aided, 1320 pupils 11 - 18 years
Required for 30th August 1983, a teacher of FRENCH, SCALE 1 to join a large and successful department. A wide range of teaching experience will be available in this post for which a well-qualified and energetic person is sought.
Please apply by letter within one week from the appearance of this advertisement, giving full details of qualifications and interests, and the names and addresses of two referees, to the Head Teacher. (04813) 133622

LEICESTERSHIRE
GUTHLAXTON COLLEGE
Station Road, Wigston Magna, Leicester.
In the Leicestershire plan for the re-organisation of secondary education 14 - 18 Upper.
ROLL 1400
MODERN LANGUAGES
SCALE 1
Required August, Modern Languages teacher.
Further details from the Head (SAE).
Apply immediately (no forms) with full particulars and names and addresses of two referees (SAE). (12755) 133622

LEICESTERSHIRE
THE CASTERTON COMMUNITY COLLEGE
Ryhall Road, Great Casterton, Stamford, Lincs.
11 - 16 Comprehensive.
ROLL 559
MODERN LANGUAGES
SCALE 1
Required August, a teacher of French and German to join a lively developing department in this well established 11 - 16 rural comprehensive community college. An interest in graded assessment is essential.
Please obtain details before applying from the Principal at the above address (SAE). (12754) 133622

LEICESTERSHIRE
DE LISLE R.C. SCHOOL
Thorpe Hill, Loughborough, Leics
11 - 18 Comprehensive Roll: 1067
FRENCH SCALE 1
A temporary post for one year to cover secondment. French is taught to C.S.E., 'O' and 'A' levels and there is also a C.S.E. French Studies course. The Head will be pleased to provide further details of the post.
Applications (no forms) should be made to the Headmaster as soon as possible (SAE). (06573) 133622

LINCOLNSHIRE
DEEPINGS COUNTY SECONDARY SCHOOL
ASSISTANT
Scale 1 - Roll 944
Required from autumn term 1983 or as soon as possible thereafter, Graduate teacher of English and French at this developing comprehensive school.
Further particulars and forms from the Headmaster, Deepings County Secondary School, Park Road, Deeping St James, Peterborough PE6 8AF (s.a.f.e.) Closing date 17th June. (12653) 133622

LINCOLNSHIRE
GAINSBOROUGH QUEEN ELIZABETH'S HIGH SCHOOL
NOR 800
ASSISTANT TEACHER
BURNHAM SCALE 1
Required for September 1983, an experienced graduate to teach German 'O' and 'A' level on a part-time basis, approximately 12 hours per week, at this newly-formed grammar school.
For forms/details send SAE to the Queen Elizabeth's Grammar School, Morton Terrace, Gainsborough. Closing date 21st June 1983. (12656) 133622

LINCOLNSHIRE
LINCOLN CHRIST'S HOSPITAL (VA) SCHOOL
MIXED 12 - 18 COMPREHENSIVE
ASSISTANT TEACHER
BURNHAM SCALE 1
NOR 1260
Spanish graduate required for September 1983 to teach to 'O' and 'A' level and be responsible for the subject throughout the school. Ability to help with Junior French/Latin an advantage.
For forms/details send SAE to the school, Wragby Road, Lincoln LN2 4PN.
Closing date 21 June 1983. (12758) 133622

LONDON
LATYMER UPPER SCHOOL
King Street, London W6 9LR
(HMC, Direct Grant/Independent, 1000 boys)
Wanted for September a Graduate to teach French at all levels and German at least to O-Level. Salary London Burnham on scale appropriate to experience. Bachelor accommodation might be available during term-time.
Applications, together with full curriculum vitae and names of two referees to: the Headmaster, Latymer Upper School, King Street, London W6 9LR. (06891) 133622

MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
RAYNES PARK HIGH SCHOOL
Bushey Road, SW20 0JL
Headteacher: Mr. J.D. Massey B.Sc.
112
Tel: 01-946 4112
Age range 13 - 18 years
No. on Roll: 750 boys (150 in the 6th Form)
Required for September 1983, a Scale one graduate teacher of German for Raynes Park High School, to teach up to 'A' level. Ability to teach French an advantage, but not a requirement.
Raynes Park is a well-disciplined High School situated on the A3 and is easily accessible from London and Surrey.
London Allowance £939. Legal expenses and assistance towards removal expenses will be considered in approved cases.
Application forms and further particulars of the post are available from the Headteacher at the above address. Please enclose a stamped addressed envelope.
Closing date: As soon as possible. (10303) 133622

OXFORDSHIRE
COUNTY COUNCIL
CHILTERN EDGE SCHOOL
Reade's Lane, Sonning Common, Reading RG4 9BA
11 - 16 Comprehensive 1,100 on roll
REQUIRED FOR SEPTEMBER 1983, a TEACHER OF GERMAN to join a department which teaches French to all pupils in the first 3 years and German to selected pupils in year 3 and in the options of forms 4 and 5. The uptake of French as an optional subject in forms 4 and 5 is high and the ability to teach French is also required. The school has an excellent German exchange link.
Apply at once to Headteacher giving full curriculum vitae, names of two referees, and S.A.E. (12716) 133622

ROTHERHAM
METROPOLITAN COUNCIL
OAKWOOD COMPREHENSIVE SCHOOL
11 - 16 Mixed. Approx. 1059 on roll
Required for September 1983
ASSISTANT TEACHER - SCALE 1
Required for French and German with possibly European Studies. An interest in extra-curricular activities welcomed.
Closing date: 14th June 1983.
Curriculum Vitae and details of two persons for reference to the Head Teacher of the School, Moorgate Road, Rotherham S60 2UE (Tel: Rotherham 73664).
W.B. Mussett, Director of Personnel Resources. (05849) 133622

SHEFFIELD
CITY OF SHEFFIELD EDUCATION DEPARTMENT
TAPTON SCHOOL
Darwin Lane, Sheffield S10 5RG
No on roll 1100, 6th Form 210
Required for September 1983, a teacher of French and German (Scale 1). The successful applicant should be able to offer French to 'A' level and German to CSE/'O' level. Awareness/experience of recent development in languages eg. graded testing in lower years; 16+ in years 4 and 5, would be advantageous. Languages are well established throughout the school and the person appointed will join a successful department of 7 linguists, offering a full range of courses.
Apply direct to the Headteacher at the school by form or full curriculum vitae and two names and addresses of referees, from whom further details may be obtained. Closing date Friday, 17 June 1983. (10200) 133622

SHEFFIELD
CITY OF SHEFFIELD EDUCATION DEPARTMENT
JORDANTHORPE SCHOOL
Dyche Lane, Sheffield S8 8BR
Required for September 1983, a teacher of French, Scale 1, to teach to CSE/'O' level, mainly in the lower school.
Application forms and further details are available from the Headteacher to whom completed forms should be returned by no later than 17 June 1983. (06580) 133622

SHROPSHIRE
EDUCATION COMMITTEE
WILLIAM BROOKES SCHOOL
Farley Road, Much Wenlock TF13 6NB
967 pupils, 11 - 18
Required for September, teacher of French or French and German Scale 1. Full range of interesting work in large department. Well situated comprehensive school.
Information and form from Headmaster at school (SAE). (01100) 133622

SOLIHULL
EDUCATION COMMITTEE
SMITH'S WOOD COMPREHENSIVE SCHOOL
Windward Way, Chelmsley Wood, West Midlands B36 0UE
Tel: 021 770 6811
TEMPORARY TEACHER OF FRENCH Scale 1
Required for September 1983 in this 11 - 16 all ability school, for one year in the first instance. An ability to offer Spanish as a second language would be an advantage but not essential.
Apply by letter to the Headteacher enclosing c.v. and s.a.e. (10282) 133622

STAFFORDSHIRE
EDUCATION COMMITTEE
MODERN LANGUAGES SUPPORT TEAM
Education Offices, Tipping Street, Stafford
Two Teachers of GERMAN (Scale 1) required to support and develop the teaching of German in Middle and High Schools. One teacher will be based in the Stoke on Trent area; the second in the southern part of the County. Applicants should hold a degree in German and be able to offer some French if required. Car allowance will be paid at casual user rate.
Application forms and further details obtainable from and returnable to the Chief Education Officer (Staffing), County Education Offices, Tipping Street, Stafford ST16 2DH (s.a.e.) please.
SHERBROOK SCHOOL
Hednesford Road, Cannock
Required for September, 1983 a well qualified teacher of MODERN LANGUAGES (Scale 1) to examination level, in this fully developed comprehensive school. Candidates should indicate which subsidiary subject they would be interested in teaching.
Further details and application forms obtainable from the Headmaster (s.a.e.) to whom they should be returned as soon as possible.
All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (06895) 133622

WALSALL
METROPOLITAN BOROUGH EDUCATION COMMITTEE
TEACHERS OF MODERN LANGUAGES
(French essential)
Required for September 1983 at the following schools:
PELSALL COMPREHENSIVE SCHOOL
Pelsall Lane, Rushall, Walsall, WS4 1NG
WILLENHALL COMPREHENSIVE SCHOOL
Furzebank Way, Willenhall WV12 4BD
Application forms and further details may be obtained from the Head Teachers of the schools concerned on receipt of a stamped addressed envelope.
Closing date: 17th June, 1983. (10275) 133622

WARWICKSHIRE
NICHOLAS CHAMBERLAINE SCHOOL
Bulkington Road, Bedworth, Nuneaton CV12 9EA
Required autumn term (August 1983), teacher of French and/or German. Both French and German are taught as second languages and there are opportunities for German teaching in the local middle schools. Advanced level teaching is available in both French and German.
Further information and application form available from the Head at the school (SAE please). (01194) 133622

WEST SUSSEX
THE LITTLEHAMPTON SCHOOL
Littlehampton
Mixed 11 - 18 Comprehensive (2000 on roll)
Required September TEACHER OF FRENCH. Willingness to teach at variety of age and ability levels welcome. It would be helpful, but not essential, if candidates could offer German.
Please write to Headmaster giving relevant personal details and quoting names and addresses of two referees. (12650) 133622

WEST SUSSEX
CHICHESTER HIGH SCHOOL FOR BOYS
Kingsham Road, Chichester PO19 2AE
(Group 12, Boys Comprehensive, 11 - 18 years, 1376 on roll, 176 in Sixth Form)
Required September 1983, Scale 1 Teacher of French. Ability to offer either German or P.E. would be an advantage.
Form and details from Headmaster on receipt of s.a.e. (10515) 133622

WILTSHIRE
Require Scale 1 MODERN LANGUAGES TEACHER.
For further details see display under Secondary Schools other than by subject. (06754) 133622

Music

Heads of Department

DERBYSHIRE
EDUCATION COMMITTEE
ECKINGTON SCHOOL
Dronfield Road, Eckington, Sheffield S31 9BR
11 - 18 Mixed Comprehensive. N.O.R. 1320
(including 75 initial intake into VIth Form)
For September, Head of Music, Scale 3.
Letters of application, with curriculum vitae and 2 referees, to the Headmaster. (S.A.E. please).
Derbyshire County Council is an equal opportunity employer. (01164) 133818

NEWCASTLE UPON TYNE
ROYAL GRAMMAR SCHOOL
Eskdale Terrace, Newcastle upon Tyne NE2 4DX
Tel: Newcastle 0632 815711
HMC Independent (Government AP Scheme)
Wanted for September 1983 or January 1984 HEAD of STRINGS to contribute to a thriving Music Department and to take special responsibility for the training of string players (individual and group) for one of the School orchestras, and for some GCE and other classwork. This new post will be of central importance to the School's music-making. Salary on Burnham Scale 2, but first-job candidates with appropriate expertise will be considered. A purpose-built Music School was built in 1976.
Further details of the vacancy are available from the Headmaster to whom applications with the names of two referees should be sent by mid-June. (10292) 133818

LONDON
INNER LONDON EDUCATION AUTHORITY
SALESIAN COLLEGE (SB) SCHOOL
Surrey Lane, Battersea SW11 3PB
Telephone No: 01-228 3857
Roll 730
Headmaster: Fr. H. Douglas.
Required from September 1983 or a.s.a.p. thereafter, Head of Music scale 3 to teach music throughout the school and to be responsible for orchestra, choir, visiting instrumentalist teachers and music for the liturgy.
Send cv and names and addresses of two referees to headmaster.
ILEA is an equal opportunities employer. (10408) 133818

Scale 2 Posts and above

BERKSHIRE
COUNTY MUSIC DEPARTMENT
25 Whiteknights Road, Reading RG6 2BT
Required January or April 1984 WOODWIND TUTOR and BRASS TUTOR to teach in schools and music centres. One post will be on Scale 1, the other may be Scale 3 as assistant to the area director of West Berkshire.
Further details and application form from Director of County Music Department (sae). Closing date 17 June 1983. Berkshire County Council is an equal opportunity employer. (10239) 133820

DEVON
Please see displayed advertisement on page 51. (10651) 133820

ISLE OF WIGHT
COUNTY COUNCIL
SANDOWN HIGH SCHOOL
The Fairway, Sandown, Isle of Wight PO36 9JH
1258 on roll (200 in Sixth Form)
Age range 13 - 18 Mixed Comprehensive
Scale 2 Musician required from September 1983.
For further details see Scale 1 appointment. (06863) 133820

LEICESTERSHIRE
RE-ADVERTISEMENT
COUNTESTHORPE COLLEGE
Winchester Road, Countesthorpe, Leicester
In the Leicestershire plan for the re-organisation of secondary education
14 - 18 Upper
ROLL: 1100
MUSIC SCALE 3
A versatile and lively musician is required as soon as possible to ensure the further development of music in this community college where there is an established tradition both of specialist courses and general access to music making.
The position offers excellent opportunities within the college and in the local area; the support of the Leicestershire School of Music is assured. A Scale 3 post is available for a well experienced candidate but this does not preclude the appointment of a talented musician who is less experienced in teaching.
Further details should be obtained from the Principal (SAE) before application is made. (06747) 133820

Cornwall

Cornwall Education Committee

SECONDARY

CAPE CORNWALL SCHOOL
Cape Cornwall Road, St Just, Cornwall
Group 8, Number on Roll 420
German and French – Scale 1
For September, 1983, a well qualified and enthusiastic teacher of German with French up to 'O' level standard.

FALMOUTH SCHOOL
Trescobeas Road, Falmouth, Cornwall
Group 12, Number on Roll 1,650, Sixth Form of 250
English – Scale 1
For September, a one year post, teacher of English for the 11 to 16 age range.

HUMPHRY DAVY SCHOOL
Coombe Road, Penzance, Cornwall
Group 11, Number on Roll 1,350
Head of Home Economics – Scale 3
Temporary appointment for two terms, to take responsibility for the organisation and teaching of Home Economics throughout the School. To commence September, 1983.

PENAIR SCHOOL St Clement, Truro, Cornwall
Group 10, Number on Roll 1,060
Head of Chemistry – Scale 2
For September, 1983, or as soon as possible thereafter. An ability to teach throughout the Science curriculum and an interest in Computer Studies will be an advantage.
Application forms/further details from the Headteacher on receipt of a SAE.

There is a Removal Expenses Scheme for teachers taking up permanent appointments from outside the County.
Please apply by letter, including curriculum vitae and names and addresses of two referees to the Headteacher, unless otherwise stated.

POLTAIR SCHOOL Trevarthian Road, St Austell, Cornwall
Group 11, Number on Roll 1,250
Chemistry/Science – Scale 1
For September, 1983. The post offers and enthusiastic Scientist an chance to teach mainly chemistry, although an interest in teaching combined and other Science is important.
Closing date 13th June 1983.

TORPOINT SCHOOL Trevol Road, Torpoint, Cornwall
Group 10, Number on Roll 830
Home Economics – Scale 2
For September, 1983, or as soon as possible thereafter, a well qualified teacher of Home Economics, to be responsible for the subject throughout the school within the CDT department. Good facilities are available. Applicants with lesser experience for temporary appointment for September, term will also be considered.
Commercial Subjects – Scale 1
For September, 1983, or as soon as possible thereafter, a teacher of Typewriting with some Office Practice for Fourth and Fifth year pupils to CSE and RSA levels. Some interest or help in either English or Life and Social Skills would also be expected. Candidates for a temporary appointment will also be considered.
Application forms and further details (please indicate which post) from the Headteacher (on receipt of a SAE) to whom prompt application should be made.

SPECIAL SCHOOL

PENCALENICK SCHOOL
St Clement, Truro, Cornwall
Assistant Teacher – Scale 1 with Special School Allowance
Appointment commences 1st September, 1983, or sooner, if possible. This non-resident post is available for a young, but experienced teacher with the appropriate qualifications in Special Education. The successful candidate will be expected to have a wide range of outside interests including the Duke of Edinburgh Award Scheme, and will also be required to work nine hours per week extraneous duties, for which additional payment is made.
Application forms are obtainable in the first instance from the District Education Office, The Leats, Truro, on receipt of a SAE and should be returned to the Headmaster as soon as possible.

SECONDARY MUSIC
continued

SHEFFIELD

CITY OF SHEFFIELD
EDUCATION DEPARTMENT
LANGSETT MUSIC AND DRAMA CENTRE
Burton Street, Sheffield S6 2HH

Required for September 1983, a peripatetic teacher of violin and viola. A scale 3 post is available for a teacher able to take responsibility for control of the Central Pool Stock of stringed instruments. There are also performing opportunities, including recitals to schools. Travelling allowances are payable.

Application forms and further details are available from the Headteacher (0742-333598), to whom completed forms should be returned by no later than 17 June 1983. (06548) 133820

Scale 1 Posts

BOLTON

METROPOLITAN BOROUGH INSTRUMENTAL TEACHING SERVICE
(Re-advertisement)
Required from 1st September 1983.

Full-time qualified Teachers or Instructors for Woodwind (OBOE essential plus some mixed Woodwind). Burnham Scale 1 or Scale 'A' for unqualified instructors.

Previous applicants will remain under consideration.

Application forms obtainable from Director of Education & Arts, P.O. Box 53, Paderborn House, Civic Centre, Bolton BL1 1JW to be returned as soon as possible. (06556) 133822

DERBYSHIRE
EDUCATION COMMITTEE

ST THOMAS MORE SCHOOL
Upper Moor Road, Derby DE2 9SV

11 - 18 VA Comprehensive

Required for 1st September 1983 specialist teacher of Music scale 1 or 2 in a school with a strong extra curricular music tradition. Ability to offer a second subject an advantage.

Apply immediately by letter (no forms) to the Headmaster, from whom further details are available (Sae please).

Derbyshire County Council is an equal opportunity employer. (10538) 133822

DEVON

Please see displayed advertisement on page 51. (10652) 133822

EAST SUSSEX

EAST SUSSEX MUSIC CENTRE
Watergate Lane, Lewes, East Sussex

Required September 1983, qualified teacher of violin/viola to teach groups and individuals in Middle and Secondary Schools of the Brighton Area. Ability to drive a car essential.

Scale 1 post, plus travelling allowances.

Relocation grant scheme available in approved cases.

Application forms and further details available from and returnable to (foolscap SAE please) the County Music Adviser by 17th June 1983. (12683) 133822

HAMPSHIRE

BRIGHTON HILL SCHOOL
Brighton Way, Basingstoke RG22 4DH
11 - 16 Mixed Comprehensive (Opened 1975.)
N.O.R. 1000
Required January 1984 or earlier
Scale 1

Teacher of Music

Lively department in purpose-built accommodation with fine equipment and thriving traditions.

Apply by letter to Headteacher. Telephone enquiries welcomed (Basingstoke 30606). (12644) 133822

HEREFORD AND WORCESTER
COUNTY COUNCIL

KINGTON, LADY HAWKINS SCHOOL
Kington, Herefordshire HR5 3AG

Required for September 1983, Well qualified and experienced teacher to be in charge of Music. The ability to teach a second subject is essential. A Scale 2 post is available.

TENBURY HIGH SCHOOL
Tenbury Wells, Worcs. WR15 8BG

(N.O.R. 510 Mixed 11 - 16)

Music/R.E. Teacher required from 1st September, 1983. Some lower school general subjects. Scale 1.

Further details from the Head Teachers on receipt of a foolscap s.a.e. (12672) 133822

HERTFORDSHIRE

FEARNHILL SCHOOL
Icknield Way, Letchworth, Herts.
Group 10. Roll: 740

Fearnhill School is an 11/18 School with a substantial 13+ intake from Bedfordshire and is currently expanding.

Required for September 1983 TEACHER OF MUSIC (Scale 1) to teach mainly in the lower school in a department committed to practically-based courses. A pianist with an interest in string-playing preferred; willingness to help with out-of-school music activities, especially choir, essential. For a full-time appointment a second subject, preferably English, will be required. Alternatively a part-time Music only appointment would be considered.

Apply immediately by letter to the Headteacher, with curriculum vitae and names and addresses of 2 referees. (04656) 133822

HILLINGDON

LONDON BOROUGH OF HILLINGDON

VIOLIN/VIOLA TEACHER

SCALE I/II

For September 1983.

We wish to appoint an enthusiastic teacher to join an established team of string teachers who are responsible for teaching stringed instruments in all Borough Junior and Secondary Schools. The successful candidate should be a good performer and be prepared to play regularly in the Borough String Ensemble which gives weekly concerts in schools each term.

Application forms from and returnable to the Director of Education, Civic Centre, Uxbridge, Middlesex. Tel: Uxbridge 50467. Outer London Allowance Payable. (01176) 133822

HOUNSLOW

THE FELTHAM SCHOOL
Boundaries Road, Feltham, Middlesex TW13 5EW
Tel: 01-890 0167
(11 - 18) Co-educational Comprehensive School
Number on roll 1450 (Sixth Form 175)
Headteacher: Paul M. Grant B.Sc. Dip. Ed.

Required for September 1983 a Music Teacher (Scale 1) for one year in the first instance to join a developing Music Department housed in a suite of rooms. The school is well equipped with classroom and other instruments including a fine Assembly Hall organ. Choirs, Wind Ensembles and a Saturday Morning Music School are well established features of the school. A willingness to teach a small amount of a second subject would be an advantage.

Every member of staff is attached to a Year Group for pupil welfare and is expected to contribute to the life and work of that Year.

The first phase of rebuilding to provide an ambitious single site Community School is due for completion. There are excellent opportunities for career development within school and Community.

LONDON ALLOWANCE: £615 p.a.

Letters of application (no forms) to the Headteacher within seven days, giving details of qualifications, experience and the names and addresses of two referees.

WE ARE AN EQUAL OPPORTUNITY EMPLOYER. (01147) 133822

ISLE OF WIGHT

COUNTY COUNCIL
SANDOWN HIGH SCHOOL
The Fairway, Sandown, Isle of Wight PO36 9JH
1258 on roll (200 in Sixth Form)
Age range 13 - 18 Mixed Comprehensive

Required for September 1983, a well qualified and energetic MUSICIAN (Scale 1) to share the teaching of Music to Advanced level and to play a full part in the musical life of the school. Subsidiary subject required. In line with Authority's policy the appointment will be for one year in the first instance.

Apply by letter initially to the Headmaster at the school as soon as possible. (06562) 133822

KNOWSLEY

METROPOLITAN BOROUGH OF KNOWSLEY

INSTRUMENTAL MUSIC TEAM

Required for September 1983: Suitably qualified GUITAR teacher, SCALE 1.

Particular interests in group teaching methods, electronic music, other related art forms and creative techniques.

Applications will be welcome from teachers who will be 'newly qualified' in September. The person appointed would [illegible] and Youth Music centres, Youth Orchestras and Guitar groups. Required to perform recitals in schools.

For application form send sa.e. to Borough Education Officer, Education Office, Huyton Hey Road, Huyton, Merseyside L36 5HY to whom completed forms should be returned by Friday, 17 June 1983. (12725) 133822

LEICESTERSHIRE

DE LISLE R.C. SCHOOL
Thorpe Hill, Loughborough, Leics

11 - 18 Comprehensive
Roll: 1067

MUSIC
SCALE 1

A temporary post for one year arising out of a secondment. The Music Department is small but very good and many pupils learn instruments. There is a school orchestra and a dance band. The subject is offered at both 'O' and C.S.E. levels. The Head will be pleased to provide further details of the post and talk to interested candidates.

Apply immediately (no forms), with full particulars and names and addresses of two referees (SAE). (06571) 133822

LEICESTERSHIRE

COUNTESTHORPE COLLEGE
Winchester Road, Countesthorpe, Leicester

MUSIC

Please see Scale 2 Music. (06746) 133822

MERTON

LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
EASTFIELDS HIGH SCHOOL
Acacia Road, Mitcham, Surrey CR4 1SF
Headteacher: Mr. J. Colclough
Tel: 01-648 5627
Age Range: 13 - 18 years
No. on Roll: 590.

Required for September 1983 a temporary Scale 1, 0.5 part-time Music teacher able to take classes up to 'O' level. A willingness to work with the Drama Groups would be an advantage.

London Allowance £939. Legal expenses and assistance towards removal expenses will be considered in approved cases.

Application forms and further particulars of the post are available from the Headteacher, at the above address. Please enclose a stamped addressed envelope.

CLOSING DATE: As soon as possible. (10698) 133822

SOUTH TYNESIDE

EDUCATION DEPARTMENT
TEACHER - BRASS INSTUMENTS
(Burnham Scale 1)

Required for September, 1983, a suitably qualified teacher to undertake work on a peripatetic basis in the Authority's primary and secondary schools and to assist with the flourishing brass band scheme at one of the L.E.A.'s music centres.

Application forms are obtainable from the Director of Education, Education Department, Town Hall, Jarrow NE32 3LE, on receipt of a stamped addressed envelope. Completed forms should be returned by not later than Thursday 16th June 1983. (06559) 133822

WEST SUSSEX

MIDHURST GRAMMAR SCHOOL
North Street, Midhurst GU29 9DT
(Group 12, Mixed Comprehensive)

Required September 1983, temporary Scale 1 Teacher for one year to teach Music throughout the school with a possibility of A level work. Willingness to offer an additional subject desirable.

Form and details from Headmaster on receipt of s.a.e. (04677) 133822

Pastoral

Heads of Department

HAMPSHIRE

THE WYVERN SCHOOL
Botley Road, Fair Oak, Eastleigh
11 - 16 Comp mixed N.O.R. 1190

Scale 4 Head of House, Pastoral responsibility for 300 pupils and to teach English throughout the School.

Letter of application with full curriculum vitae, names and addresses of two educational referees and s.a.e. to the Headteacher. (12638) 134018

Scale 2 Posts and above

HUMBERSIDE

EDUCATION DEPARTMENT
EAST RIDING DIVISION
HORNSEA SCHOOL
Eastgate, Hornsea HU18 1DW
(Mixed, fully comprehensive, 11 - 18 years, N.O.R. 1100. Pleasantly situated on East [illegible])

HEAD OF HOUSE - SCALE 4 - Required for January, 1984 or earlier if available. The school organisation is based on four houses and the Head of House is responsible for the general oversight and pastoral care of about 250 pupils. The four houses have distinctive and vigorous styles of leadership and a person is sought with the ability to maintain and develop the high standard already set. The person appointed would be expected to make a significant contribution also to the quality of teaching in their own subject area, and to the life of the school at large.

Application forms and further details are available from the Head of the school (S.A.E. please) to whom completed forms should be returned by 13th June, 1983. (12607) 134020

OLDHAM

OLDHAM METROPOLITAN BOROUGH

EXPERIENCED TEACHER SCALE 3

NORTH CHADDERTON SCHOOL
Chadderton Hall Road, Chadderton, Oldham.

Required for this 11-18 mixed comprehensive school of about 1900 pupils from January 1984 or earlier if possible as YEAR TUTOR (Middle School year 3 or 4) to lead a team of 9 staff in pastoral care and personal standards of middle school pupils. An interest in active tutorial work and a forward-looking creative approach to pastoral care an advantage.

Send s.a.e. for application form to the Head at the School returnable to him by 17th June 1983. (12739) 134020

Scale 1 Posts

DERBYSHIRE

COUNTY COUNCIL
QUEEN ELIZABETH'S GRAMMAR SCHOOL
Ashbourne.
(Comprehensive, 11 - 18; 1020 on roll; split sites.

Required for SEPTEMBER Assistant Teacher to act as RESIDENT HOUSE TUTOR at the Boys' Side of the Boarding House, single accommodation provided. Scale 1 salary plus allowance of £1,351 p.a. for resident duties less deduction for boarding residence. Please state teaching subjects. Latin an advantage but not essential.

Application forms and further particulars from the Headmaster (S.A.E.). Completed applications should be returned within 10 days of the appearance of this advertisement. (10417) 134022

Physical Education

Heads of Department

LEICESTERSHIRE

ROWLEY FIELDS SCHOOL AND COMMUNITY COLLEGE
Lyncote Road, Leicester

11 - 16 Comprehensive

Roll: 854

HEAD OF P.E.
SCALE 3

Required as soon as possible to teach P.E. and games throughout the school, for boys and P.E. for C.S.E. examination level. Please state second teaching subject.

Further details from the Head (SAE). Apply immediately (no forms) with full particulars and names and addresses of two referees (SAE). (06569) 134218

WILTSHIRE

WOOTTON BASSETT SCHOOL
Lime Kiln, Wootton Bassett, Swindon SN4 7HD

A co-educational comprehensive school for 1400 pupils aged 11 - 18 years

Head of Girls' Physical Education - Scale 2. Extensive playing fields, Sports Hall, Gymnasium and Swimming Pool.

Application by letter to the Headmaster as soon as possible. Applicants are asked to give the names and addresses of two referees. (S.A.E. please). (00802) 134218

Scale 2 Posts and above

DEVON

Please see displayed advertisement on page 51. (10645) 134220

Scale 1 Posts

AVON COUNTY

HAYESFIELD SCHOOL
Upper Oldfield Park, Bath BA2 3LA
Number on roll: 1380 girls
Sixth Form: 190 girls

Required for September a Teacher of Physical Education preferably with a special interest in Athletics, Olympic Gymnastics and Netball.

Letter of application and curriculum vitae to the Headmistress as soon as possible. (01173) 134222

AVON COUNTY

LOCKLEAZE SCHOOL
Romney Avenue, Bristol BS7 9XT
Mixed 11 - 18 comprehensive - 1070 on roll

Required for September 1983 (to cover maternity leave in the first instance) a specialist teacher of girls' P.E. (scale 1) preferably with a strong interest in hockey.

Lockleaze School is a well-established comprehensive with strong community links and excellent facilities including a sports hall, a swimming pool and extensive playing fields.

Candidates should apply by letter to the Head, at the school without delay enclosing C.V. and names and addresses of two referees. (06782) 134222

BUCKINGHAMSHIRE

WYCOMBE AREA
HATTERS LANE SCHOOL
Hatters Lane, High Wycombe HP13 7NQ
Head: Mr. R.T. Morris, B.A.
Roll: 724 mixed

Required for September 1983, a well qualified teacher of Boys' P.E. with the ability to teach approximately half a timetable in Mathematics. This gives the holder the opportunity to develop a career in two thriving departments.

Reimbursement of removal expenses, 75% allowance on legal and Estate Agents fees (maximum payment £800) and incidental expenses of £150 payable in approved cases. Housing allowance pending removal also payable in approved cases.

Please apply in writing direct to the Headmaster, enclosing full C.V. and names of two referees as soon as possible, and also stamped addressed envelope. (06698) 134222

CAMBRIDGESHIRE

PARKSIDE COMMUNITY COLLEGE

Required for September in this 11 - 16 comprehensive school teacher of BOYS' P.E. and Games (Scale 1).

Apply by letter with full c.v. to the Principal, Parkside Community College, Parkside, Cambridge CB1 1EH. Tel: 0223 352828. (10255) 134222

DEVON

Please see displayed advertisement on page 51. (10661) 134222

ENFIELD

LONDON BOROUGH OF ENFIELD
KINGSMEAD SCHOOL
Southbury Road, Enfield, Middx. EN1 1YQ
(11 - 18 Mixed Comprehensive) Roll 1250

Required for September 1983, Scale 1, BOYS P.E. a young enthusiastic teacher of boys' sports with particular interest in Soccer, Basketball, Hockey, Athletics and Volleyball, to be a member of a very strong department running numerous teams.

Application forms (foolscap SAE) obtainable from the Headmaster, to whom they should be returned as soon as possible. (12706) 134222

ESSEX

CHALVEDON SCHOOL
Wickford Avenue, Pitsea, Basildon
(Roll 1450)
Tel: Basildon 553556
PHYSICAL EDUCATION
Scale 1

Required September, Teacher of Boys' P.E. in well equipped and lively department. Possibility of rented accommodation.

Apply by letter to the Headmaster, with curriculum vitae and names of two referees, enclosing s.a.e. (06587) 134222

ESSEX

HONYWOOD SCHOOL
(Roll 570)
Westfield Drive, Coggeshall, Colchester
Tel: 0376 61931
GIRLS PHYSICAL EDUCATION, SCALE 1

For September to teach girls' P.E. with some Mathematics. Excellent facilities.

Further details and application forms from the Headteacher (foolscap s.a.e. please) (06768) 134222

HAMPSHIRE

PERIN'S SCHOOL
New Alresford
11 - 16 Comp Mixed N.O.R. 830

P.E. Boys with French

Letter of application with full curriculum vitae, names and addresses of two educational referees and s.a.e. to the Headteacher. (12633) 134222

HAMPSHIRE

THORNDEN SCHOOL
Winchester Road, Chandler's Ford
11 - 16 Comp. Mixed N.O.R. 1320

Girls' P.E. Required September for one year Girls P.E. Special interest in hockey, tennis and dance essential.

Letter of application with full curriculum vitae, names and addresses of two educational referees and S.A.E. to Head. (12637) 134222

HAMPSHIRE

ROBERT MAY'S SCHOOL
West Street, Odiham
(Comprehensive mixed 11 - 16)
N.O.R. 1050

Required for September 1983 Scale 1 post

Teacher of Girl's P.E. able to teach dance and gymnastics, in this newly built comprehensive school with extensive facilities.

Closing date 17th June 1983

Applications by letter to the Headmaster, enclosing curriculum vitae and names of two educational referees, with s.a.e. for further details. (10525) 134222

HARROW

EDUCTION COMMITTEE
GAYTON HIGH SCHOOL
Gayton Road, Harrow, Middx. HA1 2JG
Tel. No. 01-427 3266

An enthusiastic teacher of Physical Education is required for this (12 - 16) Boys School for September, 1983. Ideally, the person appointed will be able to take charge of cricket and teach rugby throughout the school. A wide range of activities is covered by the department of three specialists including soccer, basketball, handball and athletics.

The ability to offer a second subject would be of considerable advantage.

Application forms from and to be returned to The Headmaster, Gayton High School, by 15th June. Please enclose a stamped addressed envelope.

HARROW IS AN EQUAL OPPORTUNITY EMPLOYER. (10693) 134222

HARROW

HARROW EDUCATION COMMITTEE
Thistlecroft Gardens, Stanmore, Middx
Tel: No. 952 2803

Physical Education (Girls) - Scale 1 - required for September by this 8 - form entry co-educational comprehensive high school (12 - 16 years) situated in a pleasant residential area. The school has a good tradition and history of high achievement in games and other physical education activities.

Application forms from and to be returned to Headmaster by 15th June. Please enclose stamped addressed envelope.

Harrow is an equal opportunity employer. (10616) 134222

HARROW

EDUCATION COMMITTEE
PARK HIGH
Thistlecroft Gardens, Stanmore, Middx
Tel: 952 2803

Physical Education (Boys) scale 1 required for September by this 8-form entry co-educational comprehensive high school (12 - 16 years) situated in a pleasant residential area. The school has a good tradition and history of high achievement in games and other physical education activities.

The successful applicant will have a special interest in soccer, cricket and gymnastics.

Application forms from and to be returned to Headmaster by 15th June. Please enclose stamped addressed envelope.

Harrow is an equal opportunity employer. (10689) 134222

CYNGOR SIR DYFED COUNTY COUNCIL

YN EISIAU ERBYN 1af MEDI, 1983
AIL-HYSBYSEB
PRIFATHRO/PRIFATHRAWES ar gyfer YSGOL GYNRADD PENFFORDD, CLUNDERWEN (Grŵp 1)
Rhaid i'r ymgeiswyr fod wedi dysgu am o leiaf bum mlynedd mewn ysgolion cynradd. Rhaid wrth wybodaeth o'r Gymraeg.
Gellir cael ffurflenni cais ar dderbyn amlen yn dwyn cyfeiriad a stamp, oddi wrth y Cyfarwyddwr Addysg, Adran Addysg, Pibwrlwyd, Caerfyrddin, i'w dychwelyd erbyn 17eg Mehefin, 1983.
YSGOL UWCHRADD ABERGWAUN, HEOL DYFED, ABERGWAUN (Grŵp 11)
Athro/Athrawes i ddysgu CYMRAEG (Graddfa 1). Bydd y swydd yn cynnwys dysgu Cymraeg fel ail-iaith i safon T.A.U. Byddai parodrwydd i ddysgu ASTUDIAETHAU CYMDEITHASOL fel pwnc atodol yn ddymunol.
Ceisiadau trwy lythyr gan gynnwys curriculum vitae ac enwau a chyfeiriadau dau ganolwr i'r Prifathro erbyn 17eg Mehefin, 1983.
YSGOL UWCHRADD ABERTEIFI (Grŵp 11)
Athro/Athrawes i ddysgu CYMRAEG a SAESNEG hyd at 'level T.A.U.' (Graddfa 1).
Ceisiadau trwy lythyr gan gynnwys curriculum vitae ac enwau a chyfeiriadau dau ganolwr at y Prifathro erbyn 17eg Mehefin, 1983.
YSGOL GYFUN DDWYIEITHOG CEFNEITHIN, LLANELLI (Grŵp 8)
PENNAETH ADRAN YMARFER CORFF A CHWARAEON. Athro cymwys i ddysgu Ymarfer Corff a Chwaraeon i fechgyn ac i fod yn gyfrifol am y tasau yn yr ysgol ddwyieithog hon sydd i'w sefydlu yng Nghwm Gwendraeth ym mis Medi, 1983. Cyflog: Graddfa 2 i ymgeiswyr addas.
Ceir manylion pellach am y swydd ac am yr ysgol oddi wrth y Prifathro. Dylid dychwelyd llythyrau cais gan nodi dau ganolwr i'r Prifathro erbyn 17eg Mehefin, 1983.
REQUIRED FOR 1st SEPTEMBER, 1983:
PREVIOUSLY ADVERTISED IN WELSH
LLANDYSUL GRAMMAR SCHOOL (Mixed Grammar School of 470 pupils)
HEAD of FRENCH DEPARTMENT. An experienced teacher of FRENCH to teach the subject throughout the school to both GCE 'O' and 'A' levels.
A scale 3 post is available to a suitable applicant.
Further details of the post and the scheme of Reorganisation of Secondary Education in the Teifi Valley are available from the Headteacher to whom letters of application including curriculum vitae and the names and addresses of two referees should be returned by 17th June, 1983.
W. J. PHILLIPS, Cyfarwyddwr Addysg, Adran Addysg, Pibwrlwyd, Caerfyrddin, Dyfed SA31 2NH.
W. J. PHILLIPS, Director of Education, Education Department, Pibwrlwyd, Carmarthen, Dyfed SA31 2NH.

SECONDARY P.E.
continued

HEREFORD AND WORCESTER
COUNTY COUNCIL

SOUTH BROMSGROVE HIGH SCHOOL
Charford Road, Bromsgrove, Worcs.

13 - 18 Upper School 1070 on roll 200 in Sixth

Required for September 1 1983. An enthusiastic teacher of Girls P.E. and Games (Scale 1).

Applications are welcome both from experienced or new teachers. Please apply by letter, direct to Headmaster, from whom details may be obtained by tel: - Bromsgrove 79916.

KIDDERMINSTER, THE HARRY CHESHIRE HIGH SCHOOL
Habberley Road, Kidderminster DY11 5PQ

Teacher of P.E. to assist with girls' P.E. throughout the school. Ability to teach History and Geography a recommendation. (Scale 1).

Further details available from the Headmasters on receipt of a foolscap s.a.e. (12675) 134222

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
GILLINGHAM DIVISION
RAINHAM SCHOOL FOR GIRLS
Roll 1360+
TEACHER OF PHYSICAL EDUCATION AND DANCE
Scale 1

Required for September 1983, a teacher of Physical Education with a particular interest to teach Dance as well within the Creative Arts Departments. Both Departments are well established in the school with an opportunity to teach to 6th form level. Suitable post for first time applicant. The School is situated on an attractive site with excellent facilities.

Application by letter and curriculum vitae, in the first instance, to the Headmistress, Rainham School for Girls, Derwent Way, Rainham, Kent (s.a.e. for application forms and further information).

MEDWAY DIVISION
CHATHAM GRAMMAR SCHOOL FOR GIRLS
Rainham Road, Chatham, Kent ME5 7EH
(Roll: 837)

Required for September 1983. A well qualified Physical Education teacher (Scale 1) with an ability to teach varied aspects of Physical Education, preferably with particular experience in Netball, Tennis and Trampoline. The sports facilities are all in the school grounds.

Apply by letter to the Headmistress, giving full curriculum vitae and the names and addresses of two referees.

SWALE DIVISION
HIGHSTEAD SCHOOL
Sittingbourne

Required September, qualified teacher of Girls P.E. to join Department of Aesthetic and Practical Subjects. Interest in Dance an advantage. A scale 2 post might be available for a suitably qualified and experienced teacher.

Apply by letter with names and addresses of two referees to the Headteacher. (12792) 134222

LEICESTERSHIRE

NEW PARKS SCHOOL
Greencoat Road, Leicester

11 - 16 Comprehensive

Roll: 1240
P.E.
Scale 1

Required August, scale 1 P.E. Teacher for Boys P.E. and Games. Strengths required: Football, Cricket, Athletics and Basketball. Please state second subject, Maths/Science preferred.

Further details from the Head (SAE). Apply immediately (no forms) with full particulars and names and addresses of two referees (SAE). (06567) 134222

LEICESTERSHIRE

SPENCEFIELD SCHOOL
Downing Drive, Leicester

11 - 16 Comprehensive
Roll: 685

GIRLS'S P.E.
SCALE 1

Required August. Girls P.E. with Drama, some History or English an advantage.

Further details from the Head (SAE). Apply immediately (no forms) with full particulars and names and addresses of two referees (SAE). (06576) 134222

LEICESTERSHIRE

UPPINGHAM COMMUNITY COLLEGE
London Road Uppingham, Leics.

MATHS/GIRLS P.E.

Please see Scale 1 Maths. (06744) 134222

NORTH WALES

PENRHOS COLLEGE
ASST P.E.
See main ad under Independent. (01170) 134222

NORFOLK

CHARLES BURRELL HIGH SCHOOL
Staniforth Road, Thetford IP24 3LH

No. on Roll: 790

Scale 1 Girls' P.E.

Please state other subjects.

Letters of application giving full details of qualifications and experience together with the names of two referees should be addressed to the Headteacher at the school.

EARLHAM SCHOOL
Earlham Road, Norwich NR4 7NU

Scale 1 Boys' P.E.

required for September 1983. Applicants are asked to indicate other subjects.

Application forms and further details are available from and returned to the Headmaster at the school. s.a.e. please.

NORTH WALSHAM NEW HIGH SCHOOL
Spenser Avenue, North Walsham NR28 9HZ

No. on Roll 1000 (Group 10) Mixed all ability 11 - 16

Scale 1 Physical Education (Boys')

Including Rugby, required September 1983. Please state second subject.

Application forms s.a.e. please from Headteacher.

Closing date: 17th June 1983. (12801) 134222

NORTHUMBERLAND

CRAMLINGTON COUNTY HIGH
Highburn, Cramlington NE23 6BN
Group 12, 13 - 18 Comprehensive
1365 pupils including 170 in 6th form

Required from September 1983 Scale 1 teacher of Boys PE to teach games to all ages.

Removal expenses/lodging allowance may be payable.

Application forms (foolscap sae) returnable 17.6.83 from Head. (12766) 134222

OXFORDSHIRE

COUNTY COUNCIL
BICESTER SCHOOL
Queens Avenue, Bicester
Tel: Bicester 43331
Roll 1000

Required for September, a specialist teacher of Girls' P.E. and Games. Supporting subjects candidates are able to offer may well be important. An ability to teach some Home Economics would be a strong recommendation.

Apply in writing, giving the names and addresses of referees, to the Headteacher within 14 days of the publication of this advertisement. S.A.E. please. (10216) 134222

OXFORDSHIRE

COUNTY COUNCIL
COOPER SCHOOL
Churchill Road, Bicester OX6 7TS
Group: 10 Roll: 950 11 - 16 Comprehensive

Required from September 1983 for two terms approximately due to maternity leave, a temporary teacher of Girls' Physical Education. It is essential that applicants be qualified in all major aspects of the subject but they should indicate major areas of interests. There is access to ample specialist facilities.

Apply immediately to the Headteacher giving full details and naming two professional referees. SAE please. (04670) 134222

OXFORDSHIRE

COUNTY COUNCIL
HENRY BOX SCHOOL
Church Green, Witney OX8 6AX
Mixed Comprehensive 11 - 18 (1025 - 110 Sixth Form)

Required from September 1983, a teacher of Boys P.E. and Humanities to teach a majority of Boys P.E. and Games in an active and successful department of 5 staff. Expertise in the main boys team games is essential. The Humanities teaching would include First Year Humanities (an integrated course) and History. The school has an extensive programme of sports fixtures and several regular field trips in the Humanities area.

Apply by letter to the Headteacher, enclosing curriculum vitae, the names of 2 referees and a S.A.E. for further details. (04671) 134222

ROTHERHAM

METROPOLITAN COUNCIL

MALTBY COMPREHENSIVE SCHOOL

11 - 18 Mixed. Approx. 1670 on roll. Approx. 139 in 6th Form

Required for September 1983

ASSISTANT TEACHER - SCALE 1

Required for Girls P.E. to join a strong Department. Interest in Dance, Gymnastics, Netball and Athletics required.

Closing date: 14th June 1983.

Curriculum vitae and details of two persons for reference to the Head Teacher of the School, Braithwell Road, Maltby, Rotherham S66 8AB (Tel: Rotherham 812864).

W.B. Mussett, Director of Personnel Resources. (05845) 134222

SHROPSHIRE

EDUCATION COMMITTEE
BRIDGNORTH ENDOWED SCHOOL
Northgate, Bridgnorth WV16 4ER
11 - 18 Mixed Comprehensive
1020 pupils 140 Sixth Form

Required for September 1983 for up to one year, teacher of PE (Girls) Scale 1.

To join a successful department with excellent facilities, particular interests in Gymnastics, netball and athletics preferred.

Further details and application forms from the Headmaster (SAE) or telephone Bridgnorth 3103.

Closing date: 13th June 1983. (10285) 134222

SHROPSHIRE

EDUCATION COMMITTEE
OLDBURY WELLS SCHOOL
Bridgnorth WV16 5JD

Required for September 1983, temporary Scale 1 teacher of girls PE for one year only.

Further details and application forms from the Headmaster (SAE).

Closing date: June 21st 1983. (04699) 134222

SOLIHULL

EDUCATION COMMITTEE
LODE HEATH SCHOOL
Lode Lane, Solihull, West Midlands
Telephone: 021 704 1491
TEMPORARY TEACHER OF BOYS PE (with some science)
Scale 1

Required for the academic year 1983/1984 in this 11 - 16 all ability school, to cover secondment.

Apply by letter to the Headteacher enclosing c.v. and s.a.e. (10281) 134222

STAFFORDSHIRE
EDUCATION COMMITTEE

TRINITY HIGH SCHOOL
Ashfields New Road, Newcastle, Staffs. ST5 2BJ

Well qualified teacher required for Girls' PHYSICAL EDUCATION (Scale 1) keen to offer Geography as a second subject. The school has good facilities including two sports halls.

Application forms obtainable from and returnable to the Headteacher (s.a.e.)

BIRCHES HEAD HIGH SCHOOL
Birches Head Road, Birches Head, Stoke on Trent

Required for September, 1983 well-qualified teacher for Girls' PHYSICAL EDUCATION (Scale 1) able to offer some aspect of Science. Facilities at the school include a well-equipped sports hall and extensive playing fields.

Application forms obtainable from and returnable to the Headteacher (S.A.E.) by Tuesday, 14th June, 1983.

All applicants are asked to note that is is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (06806) 134222

SURREY

EDUCATION COMMITTEE
REDSTONE SCHOOL
Redhill
(12 - 16 Mixed Comp.)

GIRLS P.E. Scale 1 teacher required September 1983. Ability to offer MATHEMATICS and/or Health Education preferred.

Contact Head Tel: Redhill 62691. (04664) 134222

SUTTON

WILSON'S SCHOOL
Wallington, Surrey SM6 9JW

Required in September 1983 at this Voluntary Aided School a Physical Education specialist to teach throughout the School. The School of 740 boys has a selective intake of high ability and a Sixth Form of 150, all boys of pre-University ability.

The School provides first class sporting facilities including a covered, heated half Olympic size swimming pool, squash courts, a large gymnasium and on site playing fields. An interest in Athletics and Soccer would be particularly welcome, but a contribution in other sports would be strongly advantageous.

The post would suit a newly qualified candidate.

Applications with curriculum vitae and two referees to the Headmaster at the School by 10th June. (10420) 134222

WAKEFIELD

CITY OF WAKEFIELD METROPOLITAN DISTRICT COUNCIL
HEMSWORTH HIGH SCHOOL
MIXED COMPREHENSIVE
(13 - 18)
(1430 on roll)

Required September 1983 a Scale 1 TEACHER OF GIRLS PHYSICAL EDUCATION AND GAMES, to work in all aspects of this area. A willingness to assist in the organisation of team games is essential.

Application forms available, on receipt of a s.a.e., from Chief Education Officer, Education Department, 8, Bond Street, Wakefield, to be returned within 14 days of the date of this advertisement.

Unless applicants receive notification within 6 weeks of the specified closing date would they please assume they have been unsuccessful. In the interests of economy individual letters will not be sent. (10548) 134222

WARWICKSHIRE

KERESLEY NEWLAND SCHOOL
Grove Lane, Keresley End, Coventry CV7 8JZ

Required 31st August 1983, temporary teacher of Boys P.E. who can offer Science as the second discipline. Scale 2 or 3 available for a suitable candidate.

Application form available from the Head Teacher. (01178) 134222

WARWICKSHIRE

POLESWORTH SCHOOL
Dordon Road, Dordon, Tamworth, Staffordshire B78 1QT

Teacher of Boys' Physical Education. Applicants should be able to offer good qualifications and experience in all the main spheres of P.E. The ability to offer a second subject in areas such as Science or Mathematics or French or History will be additional recommendation.

Application form and further details available from the Head at the school (SAE please). (01182) 134222

WARWICKSHIRE

THE KING'S HIGH SCHOOL FOR GIRLS
Warwick
(Independent, 550 girls)

Required for September, 1983, teacher of Physical Education.

Applications (no forms) with curriculum vitae and names and addresses of two referees to the Headmistress. (04675) 134222

WILTSHIRE

COUNTY COUNCIL

WARMINSTER KINGDOWN SCHOOL

(Comprehensive, Mixed 11 - 18, 1480 pupils)

Required for September 1983, a teacher of Boys' Physical Education, Scale 1. Excellent facilities at this mixed comprehensive school include a Sports Hall, gymnasium and a 25m indoor swimming pool. A good all-round specialist is sought, with the ability to teach and coach rugby essential.

Write as soon as possible for application forms and further details from the Headmaster. (Please send large stamped addressed envelope). (00803) 134222

WILTSHIRE

Require Scale 1 BOYS P.E.

For further details see display under Secondary Schools other than by subject. (06776) 134222

Religious Education

Heads of Department

LINCOLNSHIRE

DE ASTON SCHOOL
Market Rasen

No. on roll 1040 including 200 in Sixth Form

Required, preferably for September 1983, GRADUATE to Head flourishing R.E. Department. Ability to teach to university entry level essential.

Apply by letter with curriculum vitae and names and addresses of two referees to Headmaster (A. L. Morgan). Enquiries welcomed, day, evening or weekend (0673 843415). Closing date 17.6.83. (10298) 134418

SURREY

EDUCATION COMMITTEE
PARK BARN COUNTY SECONDARY
(12 - 16 Mixed Comp.)
Guildford

HEAD OF RELIGIOUS STUDIES Scale 3 required September 1983. Subject taught to CSE and GCE levels, throughout. Major influence expected on personal and social development programme.

Contact Head Tel: Guildford 67597. (04563) 134418

Scale 1 Posts

AVON

CULVERHAY SCHOOL
Rush Hill, Bath
1250 Boys 11 - 18

Required for September a specialist teacher of R.E. to teach the subject throughout the school. Further details and application form from the Headmaster. large S.A.E. please. Closing date Friday 10th June. (04668) 134422

BARNET

LONDON BOROUGH
BISHOP DOUGLASS R.C. SCHOOL
Hamilton Road, Finchley, N2
Tel: 01-444 5211
V.A. Mixed Comprehensive.
Roll 1087, Sixth Form 217.

Required September 1983 for the Autumn Term, teacher of PHYSICAL EDUCATION with ability to coach Rugby to a high level. This is a 1 term appointment to cover secondment. Scale 1.

Apply in writing to Head Teacher with full c.v. and names of two referees. S.A.E. (10261) 134422

BEXLEY

LONDON BOROUGH
ST. CATHERINE'S SCHOOL FOR GIRLS
Watling Street, Bexleyheath, Kent DA6 7QJ
Tel: Crayford 56333
Roll 710, 6th Form 100

Required for September for this developing 4 FE Comprehensive School a suitably qualified and practising Roman Catholic teacher of RELIGIOUS EDUCATION. Possibility of Scale 2 for a person with good teaching experience.

Application forms and further details from the Headmistress. Send curriculum vitae and names and addresses of 2 referees with an s.a.e. as soon as possible. (06542) 134422

BEXLEY

LONDON BOROUGH
ST. COLUMBA'S R.C. BOYS' SCHOOL
Halcot Avenue, Bexleyheath, Kent DA6 7QB
Tel: Crayford 526511

Required for September 1983, or as soon as possible, a teacher of RELIGIOUS EDUCATION. A Scale 2 post is available for a suitably qualified and experienced teacher able to accept responsibility within the Department of the teaching of Religious Education in the Lower School. Applicants should have a personal commitment to the Faith. An interest in Games would be an advantage. Closing date: 14 days from publication.

L.A.A. £615. Assistance with removal expenses, legal fees and disturbance allowance can be considered.

Requests for application forms (enclosing foolscap s.a.e.) should be sent to the Headmaster. (04692) 134422

CUMBRIA

COUNTY COUNCIL
MILLOM SCHOOL
Millom LA18 5AB
(11 - 18 Mixed Comprehensive - n.o.r. 840)

Required for September 1983 a full time assistant teacher of Religious Education Scale 1.

Applications in writing within 10 days with full details of age, qualifications, experience and interests to the Head at the School. (sae please). (10602) 134422

DUDLEY

DUDLEY METROPOLITAN BOROUGH

LEASOWES HIGH SCHOOL AND COMMUNITY COLLEGE
Kent Road, Halesowen, West Mids.

(13 - 18 co-ed. comp. Group 11).

For September TEACHER of RELIGIOUS STUDIES to share teaching of R.E. throughout age and ability range up to external examination levels. Ability to offer another subject advantageous.

Details from Principal (Tel: 021 422 0265), to whom letter of application with c.v. and naming two referees should be sent as soon as possible. (12746) 134422

CUMBRIA

COUNTY COUNCIL
RICHMOND SCHOOL
Catherine Street, Whitehaven CA28 7QX
(County Comprehensive, Mixed 11 - 16 yrs. n.o.r. 550).

Required for September 1983 a full time assistant Teacher of Religious Education to CSE standard. Scale 1.

Application forms and further details are available from the Head of the School (sae please) to whom completed forms should be returned by 17th June 1983. (04684) 134422

EALING

LONDON BOROUGH
EDUCATION SERVICE
CARDINAL WISEMAN HIGH SCHOOL
Greenford Road, Greenford, Middlesex

Required for September 1983, or as soon as possible thereafter.

Assistant teacher of Religious Education, Scale 1. Candidates must be well qualified in Religious Education. The successful applicant will join a thriving department of four full time teachers and be expected to teach across the age and ability ranges up to and including CSE 'O' and 'A' level work. This 12 - 18 years Catholic Mixed Comprehensive School has 1045 pupils on roll with 205 in the sixth form. Applications from students in their final year of study are welcomed.

Forms obtained from the Headmaster at the school, please send a foolscap SAE returnable to the Headmaster at the school, to be returned by 17th June 1983. (10838) 134422

HERTFORDSHIRE

LANGLEYBURY SCHOOL
Hunton Bridge, Nr. Kings Langley, Watford

Required September. Teacher of Religious Studies able to teach World Religious especially Islam to A level. Scale 1 + London fringe allowance £231.

Apply by letter to Headmaster including curriculum vitae and names and addresses of two referees. (10077) 134422

LINCOLNSHIRE

ASSISTANT TEACHER

SOUTH PARK HIGH SCHOOL
Lincoln

BURNHAM SCALE 1

NOR 800

Required for September 1983, a teacher of Religious Studies to teach up to examination level and offering English as a subsidiary subject.

For forms/details send SAE to the school, Cross O' Cliff Hill, Lincoln LN5 8PW. Closing date: 31st June 1983. (06578) 134422

SHROPSHIRE

EDUCATION COMMITTEE
BRIDGNORTH ENDOWED SCHOOL
Northgate, Bridgnorth, WV16 4ER
11 - 18 Mixed Comprehensive
1020 pupils 140 in Sixth Form

Required for September 1983 for up to one year, teacher of Religious Education, Scale 1.

To join a well established department teaching across the age and ability range with immediate opportunity for 'O' level work.

Application forms and further details from the Headmaster (SAE), or telephone Bridgnorth 3103.

Closing date: 13th June 1983. (10286) 134422

COVENTRY CITY COUNCIL

Assistant Teachers

required September 1983 at:

1. ALDERMAN CALLOW SCHOOL & COMMUNITY COLLEGE, Mitchell Avenue CV4 8DY. Tel: 467776 (675 on roll)
GIRLS' PHYSICAL EDUCATION Scale 1, to work in an exciting, expanding Faculty of PE and Recreation.

2. BARR'S HILL SCHOOL & COMMUNITY COLLEGE, Radford Road CV1 4BU. Tel: 52291 (960 on roll)
ART Scale 1 to teach the subject to CSE, "O" and "A" level and to reflect the character of the school and community. College leavers welcome to apply. Further details on request from the school.

3. ERNESFORD GRANGE SCHOOL & COMMUNITY COLLEGE, Princethorpe Way CV3 2QD. Tel: 453131 (Social Priority School, 1,208 on roll)
HISTORY Scale 1 to teach throughout the school. Willingness to teach RE within Social Studies syllabus important. Please state any extra-curricular interests – such as games, running, youth work.

4. FOXFORD MIXED COMPREHENSIVE SCHOOL, Grange Road CV6 6BB. Tel: 367444 (Social Priority School, 1,370 on roll)
a) HOME ECONOMICS AND CHILD DEVELOPMENT Scale 1, but Scale 2 available to suitably qualified applicant.
b) BOYS' PE Scale 1. 1 year appointment during secondment of permanent postholder.

5. THE WOODLANDS BOYS' COMPREHENSIVE SCHOOL, Broad Lane CV5 7FF. Tel: 462624 (1,540 on roll)
ENGLISH Scale 1.

6. BISHOP ULLATHORNE RC MIXED COMPREHENSIVE SCHOOL, Leasowes Avenue CV3 6BH. Tel: 414515 (1,060 on roll)
GEOGRAPHY Scale 1 – 2 posts – 1 permanent, 1 temporary for 1 year during secondment of permanent member of staff, to teach throughout the ability range. Apply to Clerk to the Governors c/o the school.

7. CARDINAL WISEMAN RC BOYS' COMPREHENSIVE SCHOOL, Potters Green Road CV2 2AJ. Tel: 616237 (Social Priority School, 820 on roll)
Teacher with experience in working with children who have SPECIFIC LEARNING DIFFICULTIES.
This scale 2 post will provide an opportunity for an enthusiastic teacher to make an important contribution to the future development of this recently established special needs department. Apply to Clerk to the Governors c/o the school.

Apply by letter giving full details (age, qualifications, experience and names and addresses of two educational referees to the Head Teacher at the school concerned unless otherwise stated within ten days of appearance of advertisement. Enclose sae if acknowledgement required. Canvassing disqualifies.

an equal opportunity employer

SECONDARY RELIGIOUS EDUCATION
continued

OLDHAM

OLDHAM METROPOLITAN BOROUGH

TEACHER OF RE SCALE 1 (Temporary)

NORTH CHADDERTON SCHOOL
Chadderton Hall Road, Cahdderton, Oldham.

Required for September 1983 at this 11 - 18 mixed comprehensive school of about 1200 pupils, for temporary post to December 1983. RE is a compulsory subject in years 1-3 and is taken as an examination option to A level. Teaching of personal and social education in years 4 and 5 will be required.

Send s.a.e. for application form to the Head at the school, returnable to him immediately. (12735) 134422

SURREY

GUILDFORD HIGH SCHOOL (Church Schools Co. Ltd). London Road, Guildford. Surrey.
Required for September well qualified, part-time RELIGIOUS EDUCATION teacher.
Please see independent section. (10054) 134422

SUTTON

LONDON BOROUGH OF SUTTON
CARSHALTON HIGH SCHOOL FOR BOYS
English/Religious Education Scale 1
see under Secondary English Scale 1. (06533) 134422

WILTSHIRE

Require Scale 1 RELIGIOUS EDUCATION.
For further details see display under Secondary Schools other than by subject. (06779) 134422

Rural Science

Scale 2 Posts and above

KENT

COUNTY COUNCIL EDUCATION DEPARTMENT Canterbury Division
FRANK MONTGOMERY SECONDARY SCHOOL
Sturry
Required for September. 1983 a well qualified, enthusiastic and energetic teacher to be responsible for Rural Science in this secondary modern school with rural and local farming connections. A [illegible] the Headmistress at the school in Bredlands Lane, Sturry naming two referees and giving details of second subject and other interests. (12793) 134620

Scale 1 Posts

AVON COUNTY

NORTON HILL SCHOOL
Charlton Road, Midsomer Norton, Bath BA3 4AD
1,100 on roll 11 - 18 years
Required from 1st September 1983 a well qualified teacher of Rural Science Scale 1, to share the teaching of Rural Science throughout the school. In addition the successful candidate will be expected to teach some Combined Science in the Lower School and possibly Environmental Science in the Upper School.
Application by letter to the Headmaster giving the names and addresses of two referees. (12809) 134622

Science

Heads of Department

BEDFORDSHIRE

NORTHERN AREA
WOOTTON UPPER SCHOOL
Hall End Road, Wootton, Bedford MK43 9HT
Headmaster Mr. S. Clews
Telephone Bedford 767123
13 - 18 Mixed Comprehensive Upper School
1050 pupils on roll, 174 6th Form
Required for September 1983, if possible, or January 1984, a GRADUATE HEAD OF PHYSICS, Scale 3 for this rural upper school. Three full-time physicists teach within a well-equipped Science Department with eight laboratories.
Courses are established to CSE and CEE level and Nuffield O and A level.
Application forms and further details from the Headmaster at the school (sae please). Completed application forms should be returned within 14 days of the appearance of this advertisement. (12770) 134818

HERTFORDSHIRE

THE MERIDIAN SCHOOL
Garden Walk, Royston, Herts
13/18 Upper School. Co-educational Comprehensive.
Roll: 850(140+ in 6th Form)
Required for September 1983 HEAD OF CHEMISTRY. (Scale 2 or 3 for an exceptional candidate). Well equipped laboratories and excellent computer resources.
Courses are offered to CSE, 'O' and 'A' level. Interest in the wider aspect of Science essential.
Apply by letter to the Head, with curriculum vitae and names and addresses of two referees. (06928) 134818

KENT

COUNTY COUNCIL EDUCATION DEPARTMENT
Sevenoaks Division
SWANLEY SCHOOL
Swanley BR8 7TE
Tel: Swanley 65231
An established large comprehensive school with a full range intake, mixed, 11 - 18. London Fringe Allowance. Required in September if possible, otherwise January: Teacher to replace a HEAD OF SCIENCE who has been appointed to a deputy Headship elsewhere. This is a Senior Teacher post, and appropriate qualifications and experiece will be looked for.
All pupils take science to the end of Year 5. Currently the school offers Integrated Science to O Level and CSE, and the separate sciences at A Level. The department has eleven laboratories and is excellently equipped.
Application is by letter to the Headmaster at the school, with c.v. and names of referees. SAE please for acknowledgement and further information. (12794) 134818

LONDON

ST. ANGELA'S URSULINE CONVENT
Forest Gate, London E7
Girls' Comprehensive School
870 on Roll
Required September 1983. Scale 4 Head of Science with ability to teach Chemistry to 'A' level.
Please apply in writing to the Headmistress, giving names and addresses of two referees. (06892) 134818

Scale 2 Posts and above

AVON COUNTY

ST. MARY REDCLIFFE AND TEMPLE C.E. SCHOOL
Somerset Square, Bristol BS1 6RT
Required for September 1983 : Physics Teacher to teach up to A-Level in this 11 - 18 C of E Comprehensive school drawing from whole of Avon. Scale II available for experienced candidate.
Further details on receipt of s.a.e. (12761) 134820

BERKSHIRE

THE FOREST SCHOOL
Robin Hood Lane, Winnersh, Berks RG11 5NE
N.O.R. 1084 (Boys comprehensive - 180 6th form)
Required September 1983 BIOLOGY TEACHER (Scale 1/2) preferably able to teach to A.L. standard. The school has a large science department and hence considerable flexibility is possible in the timetable of the successful candidate. A scale 2 post may be available for a suitably qualified candidate. There is every likelihood that there will be two separate posts under this classification and therefore applications from non-biology specialists would also be welcome.
Details and application [illegible]
Berkshire County Council is an equal opportunity employer. (10230) 134820

BUCKINGHAMSHIRE

COUNTY COUNCIL
SIR HENRY FLOYD SCHOOL
Oxford Road, Aylesbury, Bucks. HP21 8PE
Head Teacher: D. May, B.A.
Roll: 720, 160 in Sixth Form. Mixed Selective (grammar) school.
Scale II suitably qualified and experienced candidate.
Required: September, graduate teacher for PHYSICS to join a successful department and to teach to 'O' level (A.E.B.) and Advanced Level (Oxford). Assistance with Combined Science in the junior school an advantage.
Applications by letter, accompanied by a curriculum vitae and the names of two referees, to the Headmaster. Assistance with removal expenses in approved cases. (10636) 134820

ENFIELD

LONDON BOROUGH OF ENFIELD
AYLWARD SCHOOL
Wilbury Way, London N18 1BX
Roll 1300
(8 form entry Mixed Comprehensive)
Required for September 1983 or January 1984, HEAD OF PHYSICAL SCIENCES (Scale 3/4). A well-qualified, experienced and energetic teacher is sought to join an established Science Faculty and to assume responsibility for the teaching of PHYSICS to Advanced level and 'O' level ELECTRONICS. The successful candidate will be based in the Upper School (years 4 - 6). Specialist facilities available with two full-time technicians based on each site.
A candidate appointed on a Scale 3 post may be asked to assume some additional responsibility.
Substantial allowances in addition to Scale post.
London Allowance, £615. Consideration given to assistance with removal, relocation costs, temporary housing and two homes allowance.
Application by letter, together with two referees, should be sent to the Head Teacher of the School as soon as possible. (12706) 134820

NEWCASTLE UPON TYNE

ROYAL GRAMMAR SCHOOL
Eskdale Terrace, Newcastle upon Tyne NE2 4DX
(Tel: Newcastle 0632-815711)
HMC Independent
(Government AP Scheme)
Wanted for September 1983 (or January 1984) graduate to teach CHEMISTRY to A-level and beyond. Burnham Scale 2 but suitable for a candidate's first post. Three new laboratories under construction.
Applications with the names of two referees immediately to the Headmaster from whom further details of the post are available. (06976) 134820

WILTSHIRE

SOUTH WILTS GRAMMAR SCHOOL FOR GIRLS
Salisbury
770 pupils - Sixth Form 200
Required for September 1983, or January 1984 due to promotion, a good honours graduate in Physics, preferably with P.G.C.E. to share the work of the department to Advanced Level and Oxbridge standard. Strong Science tradition in the school with Physics a popular choice at 'O' and 'A' levels. Opportunity, if so wished to develop work with computers. The successful candidate will be expected to contribute to extra-curricular activities and to have pastoral responsibility.
Letters of application (no forms) giving full details of qualifications, experience and interests, together with names of two academic referees should be sent as soon as possible to the Headmistress. Tel: Salisbury (0722) 23326. (04673) 134820

Scale 1 Posts

AVON

AVON COUNTY
THE RIDINGS HIGH SCHOOL
Winterbourne, Bristol BS17 1JL
(11 - 18 mixed Comprehensive, 1700 on roll including 190 in the 6th Form)
Scale I/II
Required for September 1983, a graduate Physics teacher to teach Physics and Combined Science, including Nuffield 'O' and 'A' level courses, within a large Science Faculty: possibility of a Scale II post for a suitably qualified and experienced candidate.
Further details are available from the school on receipt of S.A.E. Applications should be made as soon as possible, by letter, to the Headteacher with Curriculum Vitae and the names of two referees. (01197) 134822

BEDFORDSHIRE

NORTHERN AREA
WOOTTON UPPER SCHOOL
Hall End Road, Wootton, Bedford MK43 9HT
Headmaster Mr. S. Clews
Telephone: Bedford 767193
13 - 18 Mixed Comprehensive Upper School
1,050 pupils on roll, 174 6th Form
Required for September 1983, a FULL-TIME TEACHER OF PHYSICS, Scale 1 for this rural upper school. A Scale 2 post may be available for a suitably qualified and experienced candidate.
Courses are established to CSE and CEE level and Nuffield O and A level.
Application forms and further details from the Headmaster at the school (s.a.e. please). Completed application forms should be returned within 14 days of the appearance of this advertisement. [illegible]

BERKSHIRE

FURZE PLATT COMPREHENSIVE SCHOOL
Furze Platt Road, Maidenhead SL6 7NQ
N.O.R. 1006
Required September 1983 ASSISTANT TEACHER FOR BIOLOGY (Scale 1) together with Science in Years 1 - 3, preferably to teach to A level. The school is 6 FE co-educational with 120 6th formers and is situated on the edge of Maidenhead. There are 8 Science Laboratories. Lodging allowance and removal scheme in operation.
Apply to the headmaster by letter stating age, qualifications, experience and other relevant age, qualifications, experience and other relevant information, and naming two referees (sae).
Berkshire County Council is an equal opportunity employer. (10229) 134822

BERKSHIRE

EASTHAMPSTEAD PARK SCHOOL
Easthampstead Park, Wokingham, Berks RG11 3DF
N.O.R. 1550
Required Setember 1983 GRADUATE TEACHER OF CHEMISTRY (Scale 1) to teach throughout the school to O level. A level work available to suitable candidate.
Apply in writing to The Principal, (sae), Tel: Wokingham 780980. Closing date 20 June.
Berkshire County Council is an equal opportunity employer. (10232) 134822

BERKSHIRE

LANGLEY COUNTY GRAMMAR SCHOOL
Reddington Drive, Langley, Slough
N.O.R. 680 (177 in 6th)
Required September 1983 at this co-ed grammar school GRADUATE TEACHER OF PHYSICS & BIOLOGY (Scale 1) to teach to 'O' level.
Further details and application form from Headmaster (s.a.e.). Berkshire County Council is an equal opportunity employer. (04980) 134822

BEXLEY

LONDON BOROUGH
BEXLEYHEATH SCHOOL
Graham Road, Bexleyheath, Kent DA6 7DA
Roll 1740
Required for September a PHYSICS teacher, Scale 1. The Science Department consists of 15 Science specialists. There is an overall Head of Science together with Heads of the three separate sciences. The in-service training facilities at the School, together with the support and help of senior staff, makes this an ideal appointment for a teacher beginning his or her professional career.
I.L.A. £615. Assistance with removal expenses, legal fees and disturbance allowance can be considered.
Application form and further details from the Headmistress. (04691) 134822

BUCKINGHAMSHIRE

MILTON KEYNES AREA
DENBIGH SCHOOL
Teacher of Maths and Science
Scale 1 - see under Maths Scale 1. (10086) 134822

BUCKINGHAMSHIRE

COUNTY COUNCIL
THE ROYAL LATIN SCHOOL
(Voluntary controlled Secondary Selective School)
Buckingham MK18 1AX
Head Teacher: P.A. Luff, B.A.
Roll: 650 boys and girls aged 12 - 18, 180 in Sixth Form
TEACHER OF CHEMISTRY AND BIOLOGY
Scale 1
Required: September 1983. Qualified graduate teacher of CHEMISTRY (to 'A' level) and BIOLOGY ('O' level). Accommodation may be available for a candidate willing to help with Boarding duties.
Applications by letter to the Headmaster with C.V. and names of two referees within five days of the appearance of this advertisement.
Assistance with removal expenses is given in approved cases. (05700) 134822

BUCKINGHAMSHIRE

COUNTY COUNCIL
GRANGE COUNTY SECONDARY SCHOOL
Wendover Way, Aylesbury, Bucks.
Head Teacher: R.H. Jones, B.A.
Number on roll: 1144 boys and girls
Teacher of Science (mainly Physics)
Scale 1
Required: SETEMBER 1983/AS SOON AS POSSIBLE.
Large lively department with courses to G.C.E., 'A', 'O' and C.S.E. levels in Physics, Chemistry, Biology and Geology. All pupils follow a core Science course to 16 years. A commitment to this course is expected.
Assistance with removal expenses is given in approved cases.
LETTERS OF APPLICATION TO HEADMASTER. (06695) 134822

BUCKINGHAMSHIRE

WYCOMBE AREA
SIR WILLIAM BORLASE'S SCHOOL
West Street, Marlow, Bucks.
Head: Mr. R.R. Smith, M.A., J.P.
Roll: 508 boys (156 in sixth form)
Required from September 1983, graduate to teach Biology throughout this grammar school to G.C.E. 'A' and 'S' levels. Ability to teach some Chemistry and Physics and willingness to help with Rugby football and other games will be added qualifications. Scale 1 post.
Reimbursement of removal expenses, 75% allowance on legal and Estate Agents fees (maximum payment £900) and incidental [illegible] in approved cases. Housing allowance pending removal also payable in approved cases.
Apply by letter to Headmaster with full details and enclosing stamped addressed envelope, or Tel: Marlow 2256. (06697) 134822

CAMBRIDGESHIRE

LONG ROAD SIXTH FORM COLLEGE
Required for September a full time PHYSICS teacher to 'O' and 'A' level standard. An interest in electronics an advantage.
Apply direct enclosing c.v. and the names/addresses of two referees to the Principal, Long Road, Cambridge CB2 2PX from whom further details are available. (S.A.E.). (12749) 134822

DERBYSHIRE

EDUCATION COMMITTEE

SINFIN COMMUNITY SCHOOL
Farmhouse Road, Sinfin
Tel: 769174

A TEACHER OF PHYSICS.

Required for 1st September, A Physics teacher to join the science faculty.

Applications from candidates who can offer some mathematics and subjects in the general field of electronics would be particularly welcome.

Further particulars are available from the Headmaster at the school, on receipt of a stamped addressed envelope.

Derbyshire County Council is an equal opportunity employer. (12776) 134822

DEVON

Please see displayed advertisement on page 51. (10659) 134822

DURHAM

COUNTY COUNCIL
BISHOP BARRINGTON COMPREHENSIVE SCHOOL
Bishop Auckland
1190 on roll, 11 - 18 years
ELECTRONICS/PHYSICS
Salary Scale 1 - Well qualified teacher required for September, 1983, to be responsible for the courses in electronics up to C.S.E./G.C.E. O Level and also teach physics/general science throughout the school. There are also extensive computer facilities at the school.
Stamped addressed envelope for application form and further details to Area Education Office, Kingsway, Bishop Auckland, Co. Durham.
Closing date for receipt of applications 20th June, 1983. (10652) 134822

EALING

LONDON BOROUGH EDUCATION SERVICE
BRENTSIDE HIGH SCHOOL
Greenford Avenue, Hanwell, W7
Required for September 1983. Science Teacher (Scale 1) to join a successful and enthusiastic department within this 12 - 19 mixed Comprehensive School.
In addition to the traditional courses in the main sciences to 'A' level, the department offers electronics and health education.
The successful candidate will be required to teach either physics (and preferably electronics) or biology to 'O' level and Lower School Science.
London Weighting £939.
Application forms and further details from the Headmaster Mr B.E. Fuller B.Sc. at the School (SAE) please to be returned by 17th June 1983. (10257) 134822

EAST SUSSEX

ST. RICHARD'S R.C. SCHOOL
Ashdown Road, Bexhill-on-Sea TN40 1SE
(Comprehensive Mixed 11 - 16 604 on roll)
Required September 1983. Teacher of Chemistry/Physics to teach all abilities. An ability to offer Mathematics an advantage.
Relocation grants available in approved cases.
Application forms and further details from Headmaster (s.a.e. please). Closing date 17th June 1983. (12623) 134822

EAST SUSSEX

UPLANDS COMMUNITY COLLEGE
Wadhurst, East Sussex TN5 6BA
(Comprehensive Mixed 11 - 18 695 on roll)
Required September 1983 at this rural comprehensive school, Teacher of Biology or Physics (Scale 1).
Relocation grants available in approved cases.
Apply to the Principal, with full curriculum vitae and the names and addresses of two referees as soon as possible. (12625) 134822

EAST SUSSEX

WILLIAM PARKER SCHOOL
Parkstone Road, Hastings, TN34 2NS
(Comprehensive boys, 11 - 18, voluntary controlled N.O.R. 1370, 200 in Sixth Form)
Required September 1983, a well-qualified Teacher of Physics, Scale 1. A willingness to teach across the ability range and help with extra curricular activities would be a recommendation. Relocation grants available in approved cases.
Applications to the Headmaster with full curriculum vitae and names and addresses of two referees as soon as possible. (04833) 134822

ENFIELD

LONDON BOROUGH OF ENFIELD
SOUTHGATE SCHOOL
Sussex Way, Cockfosters, Herts. EN4 0BL
(Mixed Comprehensive)
Required for September two TEACHERS for Mathematics and Physics.
For further information see under Secondary Appointments Mathematics Scale 1. (12704) 134822

ENFIELD

LONDON BOROUGH OF ENFIELD
AYLWARD SCHOOL
Wilbury Way, London N18 1BX
Roll 1300
8 form entry Mixed Comprehensive
Required for September 1983, a well-qualified teacher of PHYSICS (Scale 1) to be based in the Upper School (years 4 - 6)
The successful candidate should be able to offer PHYSICS to Advanced level. An interest in ELECTRONICS would be an advantage.
This is a temporary one term appointment. Substantial allowances in addition to Scale post.
London Allowance £615.
Application by letter, together with two referees, should be sent to the Head Teacher at the School as soon as possible.

THE LATYMER SCHOOL
Haselbury Road, London N9 9TN
Voluntary Aided Grammar School
1250 boys & girls: 300 in Sixth Form
MASTER/MISTRESS (Scale 1) required for September to teach CHEMISTRY up to University entrance standard. The Nuffield Syllabus is followed at both 'O' and 'A' level. This is a strong department consisting of five full-time chemistry teachers and two technicians. There are about 50 'A' level and 150 'O' level candidates each year.
London Allowance, £615. Consideration given to assistance with removal, relocation costs, temporary housing and two homes allowance.
Letters of application (no forms) should be sent to the Headmaster at the school giving the names of two referees and stating qualifications, experience and special interests relevant to any aspect of this post. (06681) 134822

GLOUCESTERSHIRE

BERKELEY VALE COMMUNITY SCHOOL
Wanswell, Berkeley GL13 9RS
Required for September, Chemist or Physicist, Scale 1, as part of Science Department to teach throughout this rural comprehensive school. Ability to help with computer studies an advantage.
SAE for further particulars from the Headmaster to whom letter of application, curriculum vitae, names and addresses of two referees should be sent as soon as possible. (10631) 134822

ESSEX

CECIL JONES HIGH SCHOOL
Eastern Avenue, Southend-on-Sea
(Roll 1350)
Tel: 0702 68000
SCIENCE Scale 1
Well qualified assistant for Chemistry in September to 'O' and 'A' level with some lower school General Science. Outstanding facilities.
Further information and forms available from Headteacher (foolscap s.a.e. please).

WESTCLIFF HIGH SCHOOL FOR BOYS
Kenilworth Gardens, Westcliff-on-Sea
(Roll 830)
Tel: Southend 75443
SCIENCE Scale 1
Required September, Graduate to teach Biology and another Science in this selective school. Well-equipped modern Science Buildings; large Science Sixth.
Apply by letter as soon as possible to Headteacher; c.v., two referees (foolscap s.a.e. please).

ST. MARTIN'S SCHOOL
Hanging Hill Lane, Hutton, Brentwood
(Roll 1120)
Tel: 0277 227650
BIOLOGY TEACHER, SCALE 1
Required for September, to participate with a very strong department throughout the school. 'A' level work for suitable candidate.

THE APPLETON SCHOOL
Croft Road, Benfleet
(Roll 1650, 11 - 16 comp.)
Tel: 03745 4215
TEACHER OF SCIENCE Scale 1
Required September, Chemistry and Physics preferred, to teach to C.S.E. and 'O' level. Ability to teach lower school Mathematics an advantage.
For the above two posts curriculum vitae and names of two referees to Headteacher concerned (foolscap s.a.e. please). (06585) 134822

HAMPSHIRE

SOUTH EAST HANTS AREA
BROOMFIELD SCHOOL
Middle Park Way, Havant
(12 - 16 mixed comprehensive - 875 n.o.r.)
Required September 1983 or January 1984, qualified teacher as Second in Science Department. Scale 3 + SPA.
Apply by letter to Headmaster with curriculum vitae and names of two educational referees. S.a.e. for further details. Closing date 17.6.83. (12630) 134822

HAMPSHIRE

MONTGOMERY OF ALAMEIN SCHOOL
Romsey Road, Winchester
11 - 16 Comp Boys N.O.R. 1000
Science
Letter of application with full curriculum vitae, names and addresses of two educational referees and s.a.e. to the Headmaster. (12634) 134822

HAMPSHIRE

ROBERT MAY'S SCHOOL
West Street, Odiham
(Comprehensive Mixed 11 - 16)
N.O.R. 1050
Required for September 1983 Scale 1 post Physics Teacher to teach to 'O' Level and C.S.E. Ability to help with Electronics would be an advantage. New purpose built and well equipped school. Closing date 17 June 1983.
Apply by letter, enclosing curriculum vitae, the names of two educational referees, and s.a.e. to The Headmaster. (10526) 134822

HAMPSHIRE

ALDERMAN QUILLEY SCHOOL
Cherbourg Road, Eastleigh
11 - 16 Comp Mixed N.O.R. 760
Mainly Chemistry
Letter of application with full curriculum vitae, names and addresses of two educational referees and s.a.e. to the Headteacher. (12636) 134822

HARROW

EDUCATON COMMITTEE
WHITMORE HIGH
Porlock Avenue, Harrow, Middlesex.
Tel: 01-864 7688
Required for September 1983, a temporary Scale 1 teacher of Chemistry to cover the absence of a member of staff taking maternity leave. Taught in Integrated Science in the lower school and C.S.E. and 'O' level Chemistry. An interest in mixed ability teaching in the lower school would be an advantage. The successful candidate will be willing to contribute to the life and work of the school. She/he will be expected to assume some tutorial responsibilities.
Application forms from Headteacher, to be returned by 13th June, 1983. Please enclose stamped addressed envelope.
Harrow is an equal opportunity employer. (10654) 134822

HOUNSLOW

CRANFORD COMMUNITY SCHOOL
High Street, Cranford, Hounslow TW5 9PD
Tel: 01-897 2001/3
Head: Mrs Anne Jones B.A.
Required: TEACHER OF PHYSICS (Scale 1) to join a strong Science Department. Cranford is a superbly equipped fully comprehensive community educational school. The successful applicant will be expected to teach Physics up to 'A' level as well as make a significant contribution to the teaching of Combined Science in the lower school.
For full details please apply immediately to the Head enclosing a s.a.e. and a curriculum vitae.
LONDON ALLOWANCE £615 p.a.
WE ARE AN EQUAL OPPORTUNITY EMPLOYER (01149) 134822

SECONDARY SCIENCE
continued

HEREFORD AND WORCESTER

COUNTY COUNCIL

KING CHARLES I SCHOOL
Comberton Road, Kidderminster DY10 1XA

Required for September 1983, PHYSICIST, Scale 1. The subject is popular and is taught to all age and ability levels up to open scholarship level in this mixed 10-form-entry comprehensive school for pupils aged 13+ to 18+ with a sixth form of 200. The accommodation is modern and well-equipped.

Please apply by letter to the Headmaster giving details of education, qualifications and interests with the names and addresses of two referees. Applications will be acknowledged with further information.

NORTH BROMSGROVE HIGH SCHOOL
School Drive, Stratford Road, Bromsgrove, Worcestershire B60 1BA

Assistant Teacher of Chemistry (Scale 1). The successful candidate would join a well-established department to teach 16+ Chemistry (Joint 'O' level/C.S.E.) to all abilities. Nuffield 'A' level Chemistry is taught in the Sixth Form.

Further details from the Headmaster on receipt of a foolscap stamped addressed envelope. (12677) 134822

HULL

HYMERS COLLEGE

H.M.C. 800 boys

Required for September: CHEMISTRY Graduate capable of teaching at all levels, to share in the work of a large department. Ability to help with games (rugby and cricket) an asset. Burnham Scale I/II according to qualifications and experience.

Write to, or telephone the Headmaster giving the usual details and names of two referees. (05834) 134822

HUMBERSIDE

EDUCATION COMMITTEE
GRIMSBY DIVISION
IMMINGHAM SCHOOL
Carver Road, Immingham.
Mixed 11 - 19, Roll 1,600
Headmaster, Michael Roper
Required for September, 1983:
ASSISTANT TEACHER OF BIOLOGY (CHEMISTRY). A graduate in Biological Science with the ability to teach Biology to 'A' level and Chemistry or physics to 'O' level. There will also be some Maths and General Science teaching in 13 - 16 years range. This post may suit a new entrant.
The school, with a sixth form of 140, has new buildings and has had a comprehensive intake since 1971.
Application forms and further information obtainable from the Head Teacher at the school to whom completed forms should be returned within 10 days of this advertisement. (10604) 134822

HUMBERSIDE

EDUCATION DEPARTMENT
EAST RIDING DIVISION
WITHERNSEA HIGH SCHOOL
Hull Road, Withernsea HU19 2EQ
(Co-educational comprehensive, 11 - 18 years. N.O.R. 1350)
BIOLOGY SCALE 1,
Required for September, 1983, or as soon as possible thereafter, a qualified graduate teacher of Biology to teach up to O/CSE level and able to offer combined science in the lower school. 'A' level work may be available for a suitable candidate. Interest in extra-curricular activities an advantage.
Application forms and further details are available from the Head of the School (S.A.E. please) to whom completed forms should be returned by 13th June, 1983. (10403) 134822

HUMBERSIDE

EDUCATION COMMITTEE
SCUNTHORPE DIVISION
BAYSGARTH SCHOOL
Barrow Road, Barton-on-Humber.
Head Teacher: R.N. Smithson
No. on Roll: 1500
Required for September, 1983, a Teacher of SCIENCE (Scale 1) to teach Physics to 'A' level, together with some Lower School Integrated Science. Applications from candidates qualifying this year will be welcome.
Application forms obtainable from the Head Teacher at the School to whom completed forms should be returned no later than 17th June, 1983 (s.a.e. please). (10405) 134822

KINGSTON UPON THAMES

ROYAL BOROUGH OF KINGSTON UPON THAMES
TOLWORTH GIRLS' SCHOOL
Fullers Way North, Tolworth, Surrey
Tel: 397 3854
1050 on roll.
Required for September 1983, a Scale 1 teacher of CHEMISTRY to join a Science Department of eight teachers. The successful candidate will be expected to teach Combined Science to junior forms and Chemistry to G.C.E. 'O' level would be an advantage.
Application forms available from the Headmistress at the school to whom they should be returned within two weeks of this advertisement. (04665) 134822

KENT

COUNTY COUNCIL EDUCATION DEPARTMENT
DARTFORD DIVISION
DOWNS SCHOOL
Green Street, Green Road, Dartford DA1 1QE
Roll 1800 (Mixed)
Required September 1983 Graduate in Science to join enthusiastic Science Faculty to teach Chemistry to 'A' level. Ability to teach Physics to a lower level an advantage. P.G.C.E. students will be considered. Scale 1. Fringe Allowance. Modern, well equipped laboratories, including 3 new 'A' level laboratories completed in the last year. Pleasant site on outskirts of Dartford with easy access to London and Kent coast and countryside.
Applications to the Headmaster with full curriculum vitae, s.a.e. and names of two referees.

DOVER DIVISION
DOVER GRAMMAR SCHOOL FOR GIRLS
Group 10
Required September, Graduate Biologist, experience preferred. Interest in health education helpful.
Enquiries to the Headmistress at the school, stating briefly qualifications and experience, if any.

SWALE DIVISION
ROWENA HIGH SCHOOL FOR GIRLS
Swanstree Avenue, Sittingbourne
Group 9
Required for September 1983:-
A part-time teacher for Science. An integrated science course is taught throughout, with options at present offered in Biology and Human Biology to C.S.E. and G.C.E. 'O' level. Possibility of full time post dependent on subsidiary subjects offered.
A part-time teacher/instructor for commercial subjects. Courses include examinations at C.S.E., Pitman and R.S.A. level.
Letters of application with names and addresses of two referees to the Headmistress at the school (s.a.e. please). (12795) 134822

KIRKLEES

METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
SALENDINE NOOK HIGH SCHOOL
New Hey Road, Huddersfield HD3 4GN
Tel: 657541
(Ref. 197)
(11 - 16 Comprehensive; 1430 pupils)
This comprehensive school shares a 65 acre site with a Sixth Form College to the west of Huddersfield, one mile from the M62.
Required for 30th August 1983, a teacher of PHYSICS, SCALE 1. The person appointed will be required to teach Physics up to GCE 'O' level, and be involved with integrated science courses in the lower school. In the department there are twelve science staff, nine laboratories and technician support. There will be an opportunity to be involved in computer education as the school has very good computer facilities.

COLNE VALLEY HIGH SCHOOL
Gilroyd Lane, Linthwaite, Huddersfield HD2 1JP
(Ref. 204)
Required for 30th August 1983, a SCALE 1 temporary teacher of BIOLOGY in this 11 - 18 Comprehensive with 1840 pupils on roll. The post will be for 1 term pending the appointment of a second in the department. The successful applicant will be expected to teach to all the year groups in the 11 - 16 range in setted classes from Year 2. Combined Science is taught in Year 1.
Letters of application to the Headmaster, giving curriculum vitae and names and addresses of two referees as soon as possible. (10536) 134822

LEICESTERSHIRE

SPENCEFIELD SCHOOL
Downing Drive, Leicester

11 - 16 Comprehensive
Roll: 683

COMBINED SCIENCE SCALE 1

Required August, for one year. Opportunity to teach across the five years.

Further details from the Head (SAE). Apply immediately (no forms) with full particulars and names and addresses of two referees (SAE). (06578) 134822

LINCOLNSHIRE

MONKS' DYKE HIGH SCHOOL
Louth LN11 9AW

(Coeducational, 7 form entry, age range 11 - 16, number on roll 890, including some boarders)

Scale 1 Assistant Teacher of Science required for September 1983. Free board and lodging in return for some residential duties may be available if desired.

S.a.e. to Head for details. Application by letter (no forms) with C.V. and names and addresses of two referees as soon as possible. (10297) 134822

LINCOLNSHIRE

ASSISTANT TEACHER

GAINSBOROUGH CASTLE HILLS SECONDARY SCHOOL

BURNHAM SCALE 1

NOR 760

Required for September 1983, a teacher of General Science to teach the subject throughout the school to CSE and 'O' level.

For forms/details send SAE to the school, The Avenue, Gainsborough DN21 1PY. Closing date 21st June 1983. (06751) 134822

LONDON SE22

JAMES ALLEN'S GIRLS' SCHOOL
East Dulwich Grove, London SE22 8TE
Required for September 1983 - a graduate to share in the teaching of Physics throughout the Senior School to Advanced and Scholarship levels. This is a full-time appointment in a strong Science Department. Teaching experience is most desirable but not essential. Salary - James Allen's Girls' School Salary Scale (Burnham Plus) with Inner London Addition and Government Superannuation Scheme.
Apply with copies of testimonials and the names and addresses of two referees to the Head Mistress at the School. (10614) 134822

LONDON

RAINE'S FOUNDATION SCHOOL, (V.A. C of E)
Arbour Square, London E1
Tel: 01-790 1066
Required for September 1983, teacher to join the Science Department of this voluntary aided school (Scale 1 post Inner London Allowance). Candidates should preferably offer some Physics, together with at least one of the following: General Science (Lower School), Biology, Computer Studies, Mathematics, Games.
Please apply by letter direct to the Headmaster, enclosing curriculum vitae and details of two referees. (10250) 134822

NEWCASTLE

CITY OF NEWCASTLE UPON TYNE
EDUCATION COMMITTEE
WALBOTTLE HIGH SCHOOL
TEMPORARY TEACHER OF PHYSICS/ELECTRONICS (SCALE 1 POST)
Required from September 1983 a suitably qualified and experienced teacher of Physics/Electronics for appointment to a Scale 1 post initially for one year.
Application forms are obtainable from and returnable to the Head Teacher, Walbottle High School, Walbottle, Newcastle upon Tyne NE15 9TP by Friday, 17th June, 1983. (06545) 134822

NORTH YORKSHIRE

COUNTY COUNCIL
SELBY HIGH SCHOOL
Leeds Road, Selby YO8 0HT
Co-educational - 900 pupils
Required for September 1983, teacher of SCIENCE (PHYSICS preferred but not essential). The work will involve a specialised science with older pupils and Combined Science with younger classes. Scale 1 post. In the light of the reorganisation approved for the Selby Area, the appointment will initially be on a fixed term one year contract until 31 August 1984.
Please apply by letter immediately to the Headmaster, giving full curriculum vitae and the names and addresses of two referees. Please enclose s.a.e. (10606) 134822

NORTH YORKSHIRE

COUNTY COUNCIL
BRAYTON HIGH SCHOOL
Doncaster Road, Selby YO8 9QS
Purpose-built 11 - 16, increasing to 900 on roll
Required for September 1983, to teach within an integrated science framework:
1) teacher of PHYSICS, Scale 1
2) teacher of CHEMISTRY, Scale 1
3) teacher of BIOLOGY, Scale 1
In the light of the reorganisation approved for the Selby area, these posts will initially be on one year fixed term contracts until 31st August 1984.
Candidates should apply immediately to the Headmaster quoting qualifications, experience and two referees. (10542) 134822

NORTHAMPTONSHIRE

WOLLASTON SCHOOL
(Irchester Road, Wollaston, Wellingborough, Northants NN9 7PH)

Required September 1983: Teacher of SCIENCE Scale 1 at this fully developed 11 - 18 rural comprehensive school.

Qualifications in chemistry and, if possible, biology required. Teaching will be integrated science in the lower school and subject specialisms in the upper school and up to at least 'O' level standard. Sixth form teaching possible at a later date.

Excellent laboratory facilities and technicians.

Applications by letter to the Headmaster immediately. Please include a full curriculum vitae and names, addresses and telephone numbers of two referees. Fuller details are available by telephoning Wellingborough 663501. (06598) 134822

OXFORDSHIRE

GOSFORD HILL SCHOOL,
Kidlington, Oxford
A Community Comprehensive School
Roll 1250 Age 11 - 18
Required for September 1983 a teacher of Chemistry to join a successful Science team working in a well-equipped Centre.
The ability to teach some Physics, at least in the Lower School, is preferred. Chemistry is taught throughout the school to C.S.E., 'O', 'A' and 'S' level and within integrated science courses.
Apply by letter, with full curriculum vitae and the names of two referees, to the Headteacher, enclosing SAE. (10218) 134822

NORTHAMPTONSHIRE

WELLINGBOROUGH WEAVERS SCHOOL
Weavers Road, Wellingborough, Northants NN8 2JQ

1100 on roll with 80+ in 6th Form

Required for September 1983 a well qualified graduate to teach Biology (Scale 1) throughout the School. A share of 6th form work would be available for a suitably candidate. Biology is taught to CSE 'O' and 'S' levels and is a popular choice both at 4th and 6th year levels.

The Science department possesses seven well-equipped laboratories and is staffed by a team of nine enthusiastic and well qualified teachers.

The vacany arises due to the promotion of the present holder of the post.

Weavers School is pleasantly situated on a single site to the North-West of Wellingborough.

Application forms and further details are available from the Headmaster (SAE please) to whom completed forms should be returned as soon as possible. (06684) 134822

NORTHMPTONSHIRE

GUILSBOROUGH COUNTY SCHOOL,
West Haddon Road, Guilsborough, Northants NN6 8QE

BIOLOGY (SCALE 1)

Required for September, 1983 - a teacher able to take combined science classes in the first two years as well as Biology up to and including fifth year.

Nuffield courses are well established throughout the School. There are nine laboratories together with preparation areas and the School has a purpose-built Computer Room with RML 480Z network.

Guilsborough is an 11 - 18 comprehensive school of some 1300 pupils, 150 of whom are sixth formers. It serves an extensive rural catchment area.

Application forms and further details may be obtained from the School on receipt of a stamped addressed envelope. (06669) 134822

OXFORDSHIRE

COUNTY COUNCIL
FARINGDON SCHOOL
The Elms, Gloucester Street, Faringdon SN7 7HZ
Required from September 1983 for one year due to secondment, a temporary Chemistry teacher (scale 1) to teach examination groups in the 4th, 5th and 6th Years, as well as the Science and Chemistry courses running in Years 1 to 3.
Apply with full details to the Headteacher. SAE please. (10219) 134822

OXFORDSHIRE

COUNTY COUNCIL
COOPER SCHOOL
Churchill Road, Bicester OX6 7TS
Group: 10 Roll: 950 11 - 16
Co-educational Comprehensive
Required from September 1983 due to secondment, a temporary teacher of Biology. Applicants should indicate the other science subjects they would feel able to offer.
Apply by letter with the names of two referees to the Headteacher within ten days after the date of this advertisement. SAE please. (12712) 134822

OXFORDSHIRE

COUNTY COUNCIL
HENRY BOX SCHOOL
Church Green, Witney OX8 6AX
Mixed Comprehensive 11 - 18 (1058 - 110 Sixth Form)
Required from September 1983 for one term initially, a temporary teacher of Biology willing to make an enthusiastic contribution to all aspects of Biology teaching in this well established comprehensive school. Teaching is likely to be at all levels from the 1st Year to 'A' level (Nuffield) and would include various Integrated Science courses in the Lower School.
Apply by letter to the Headteacher enclosing curriculum vitae, the names of two referees and S.A.E. for further details. (12778) 134822

REDBRIDGE

LONDON BOROUGH OF REDBRIDGE

TRINITY R.C. HIGH SCHOOL
Mornington Road, Woodford Wells IG8 0TP

Telephone: 01-504 9756

Head: P. C. D. Doherty, B.A., D.Phil.

Required from September 1983, a suitably qualified teacher of Chemistry to join a flourishing department in this 11 - 18 R.C. Comprehensive School. The teaching commitment would include work up to and including 'A' level with some integrated Science in years 1 and 2. An ability to teach Mathematics would be an advantage.

The post is on Scale One with Outer London Allowance.

Please apply by letter to the Head, giving full details and names and addresses of 2 referees, as soon as possible. (10607) 134822

SHEFFIELD

CITY OF SHEFFIELD EDUCATION DEPARTMENT
NOTRE DAME RC SCHOOL (AIDED)
Fulwood Road, Sheffield S10 3BT
Required for September 1983, a graduate teacher, Scale 1, for Lower School Science and Mathematics, with qualifications to teach Chemistry to 'O' level. The school is introducing SMP Mathematics into the first year in September 1983. The ability to teach RE would be an advantage.
Application forms and further details are available from the Headteacher to whom completed forms should be returned by no later than 17 June 1983. (10213) 134822

SHEFFIELD

CITY OF SHEFFIELD EDUCATION DEPARTMENT
WISEWOOD SCHOOL
Rural Lane, Sheffield S6 4BH
Required for September 1983, a temporary teacher of Physics. Scale 1, for one term only.
Application forms and further details are obtainable from the Head teacher, to whom completed forms should be returned by no later than June 17, 1983. (06554) 134822

SOLIHULL

EDUCATION COMMITTEE
HEART OF ENGLAND SCHOOL
Gipsy Lane, Balsall Common, Coventry CV7 7FW
TEACHER OF CHEMISTRY, Scale 1
Required for Setember 1983 in this 11 - 18 all ability school to teach to 'A' level. Initially the appointment will be on a one year contract.
Application forms and further details available from the Headteacher at the school (s.a.e. please). Closing date: 10 days from this advertisement. (10279) 134822

SUFFOLK

GREAT CORNARD UPPER SCHOOL
Head Lane, Great Cornard
(Mixed comprehensive 13 - 18, 1,200 on roll)
Required for September 1983 a teacher of BIOLOGY (Scale 1). Biology is taught as a separate subject and the school offers Integrated Science courses to all students in Years 4 and 5. In the Sixth Form Biology is well supported with both one and two year courses.
Great Cornard is within easy travelling distance of Colchester, Cambridge and Ipswich.

MILDENHALL UPPER SCHOOL
Bury Road, Mildenhall
(Mixed comprehensive 13 - 18; 1,200 on roll)
Required for September 1983 a teacher of BIOLOGY (Scale 1).
Closing date: 13th June, 1983.
Forms and further details available from Headteacher at the school concerned (s.a.e. please) to whom they should be returned. (06763) 134822

SUTTON

LONDON BOROUGH OF SUTTON
EDUCATION DEPARTMENT
CHEAM HIGH SCHOOL
Chatsworth Road, Cheam, Surrey SM3 8PW
Tel: 01-644 5790
SCIENCE, SCALE 1
Required September 1983 master/mistress to teach science thoughout this six-form-entry mixed secondary school. Nuffield based courses to CSE 'O' and 'A' levels. Established 6th form. Modern purpose built science block. Willingness to help with boys' games would be an advantage.
Apply by letter to the headteacher enclosing curriculum vitae, copy testimonials and names and addresses of two referees. (06526) 134822

STAFFORDSHIRE

EDUCATION COMMITTEE

The following 3 posts are required for September 1983

KINGSMEAD COMPREHENSIVE SCHOOL
Kings Avenue, Littleworth, Hednesford WS12 5DQ

Scale 1 teacher of CHEMISTRY to 'O' level with COMBINED SCIENCE in Lower School. Ability and willingness to teach some Physics an advantage.

Application forms obtainable from and returnable to the Headteacher (s.a.e.)

NORTON CANES COMPREHENSIVE SCHOOL
Burntwood Road, Norton Canes, Cannock WS11 3SP

Required in this developing Comprehensive School, a qualified PHYSICS Specialist to teach the subject up to public examination level of C.S.E. and 'O' level. This is a permanent Scale 1 appointment and suitable for newly qualified entrants to the profession.

Application forms and further details obtainable from and returnable to the Headteacher (s.a.e.)

GLASCOTE COMPREHENSIVE SCHOOL
Silverlink Road, Tamworth B77 2EA

Required for this new and developing 11 - 18 school, teacher of SCIENCE (Scale 1). The ability to teach Chemistry to 'O' level would be an advantage.

Application forms obtainable from and returnable to the Headteacher (s.a.e.).

All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (06898) 134822

SURREY

EDUCATION COMMITTEE
DE BURGH COUNTY SECONDARY
(12 - 18 mixed comprehensive. NOR. 824, INC. 128 Sixth Form
Tadworth
BIOLOGY Scale 1 part-time teacher
Required September 1983. Teach subject to A level. Hours by arrangement.
PHYSICS Scale 1 part-time teacher required September 1983. Some CSE work. Hours by arrangement.
Contact Head Tel: Burgh Heath 50713.

SONDES PLACE SCHOOL
(12 - 18 mixed comprehensive. NOR. 800. INC. 125 Sixth Form
West Bank, Dorking.
BIOLOGY teacher Scale 1
Required September 1983. Teach across age and ability range. Some lower PHYSICAL SCIENCE.
PHYSICS teacher Scale 1 required September 1983. Teach to A and S level.
Applications with C.V. to Head. (10681) 134822

WEST SUSSEX

HERBERT SHINER SCHOOL
South Grove, Petworth GU28 0EE
(Group 5, Intermediate 10 - 13 age range)
Required September 1983. Scale 1 Teacher for Biology to be able to help with games.
Forms and details from Headmaster on receipt of s.a.e. (10516) 134822

METROPOLITAN BOROUGH OF **Rochdale**
Education Department

AN EQUAL OPPORTUNITY EMPLOYER

BALDERSTONE UPPER (13-18)
Queen Victoria Street, Rochdale — Tel: Rochdale 49049

TEMPORARY PART-TIME CHEMISTRY SCALE 1

Some 'A' level work may be available.

Application form available on receipt of a sae from the Headteacher at the school to whom they should be returned by 13th June, 1983.

RYDING SCHOOL
Great Howarth, Wardle Road, Rochdale — Tel: Rochdale 57993

Required for September 1983 at the above school for children with learning problems:

1. 2 TEACHERS

who can offer expertise and experience in any of the following areas: Remedial Reading, Housecraft, Music, Maths, Science.

A Scale 2 (S) may be available for suitably qualified and experienced applicants.

2. TEMPORARY CLASS TEACHER

for a group of some 12 children of junior age, this appointment will be for one year – Scale 1 (S).

Application forms available on receipt of a sae from the Chief Education Officer, PO Box 70, Municipal Offices, Smith Street, Rochdale and should be returned to the Headteacher at the school by 13th June, 1983.

INNES SCHOOL
Ings Lane, Rochdale — Tel: Rochdale 45605

Required for September 1983

2 SCALE 1's + SCA ALLOWANCE

For small classes of children with severe learning difficulties. Special school experience and/or specialist qualification essential.

1. JUNIOR 1 CLASS
– a lively group of 5 to 7 year olds.

2. SPECIAL CARE CLASS
– a group of eight children with additional physical handicaps.

Interested teachers may arrange to visit the school by contacting the Headteacher.

Application forms available from the Chief Education Officer, PO Box 70 Municipal Offices, Smith Street, Rochdale on receipt of a sae and should be returned to the Headteacher at the school by 13th June, 1983.

SECONDARY SCIENCE
continued

WARWICKSHIRE

POLESWORTH SCHOOL
Dordon Road, Dordon, Tamworth, Staffordshire B78 1QT

Well qualified candidate sought to teach Biology to C.S.E. 'O' and 'A' levels and Science throughout the school.

Application form and further details available from the Head at the school (SAE please). (01181) 134822

WEST SUSSEX

THOMAS BENNET SCHOOL
Ashdown Drive, Tilgate, Crawley, Sussex
Scale 1
Science specialist to teach SCISP and Integrated Science to GCE/CSE years 2 - 5, for September 1983.

Sixth Form work dependent on specialism, contribution to course 6th Form development essential. Science is taught to all pupils upto 16 years in purpose built laboratories in this strong and fully integrated department.

Applications giving full curriculum vitae and names of two professional referees. Closing date: 17th June 1983. (10518) 134822

WILTSHIRE

DURRINGTON COMPREHENSIVE SCHOOL
Durrington, Salisbury SP4 8HN

N.O.R.1000, Co-educational, 11 - 18, Group 10

Required for September, 1983, a well qualified graduate teacher of PHYSICS Scale I, who has the potential or experience to teach all ages and abilities up to and including 'A' level. Applicants should have an enthusiasm and a commitment to their subject. An ability to offer electronics is an advantage. Combined Science is taught in the first two years.

Apply by letter, no forms, to the Headmaster (from whom further details can be obtained, S.A.E.) enclosing curriculum vitae, stating age, particulars of education, training and experience, and the names and addresses of two referees. Closing date 10th June, 1983. (12619) 134822

WILTSHIRE

For further details see display under Secondary Schools other than by subject. (06757) 134822

WIRRAL

METROPOLITAN BOROUGH OF WIRRAL

WEATHERHEAD HIGH SCHOOL
Mount Pleasant Road, Wallasey, Merseyside L45 5HX

(11 - 18 comprehensive - 1350 girls on roll)

ASSISTANT TEACHER SCALE 1 FOR PHYSICS to 'O' and 'A' level with an interest in the development of courses in Electronics.

Weatherhead is one of four schools taking part in the Wirral T.V.E.I. project.

Please apply by letter with full curriculum vitae to the Headmistress giving names and addresses of two referees by Friday, 10th June, 1983. (04823) 134822

WIRRAL

METROPOLITAN BOROUGH OF WIRRAL

WEST KIRBY GRAMMAR SCHOOL
Graham Road, West Kirby, Wirral L48 5DP, Merseyside.

(1212 girls)

REQUIRED IN SEPTEMBER, 1983 GRADUATE to teach BIOLOGY throughout the school to 'O' and 'A' level, SCALE 1 POST.

Application, by letter, to the Headmistress, giving full giving full curriculum vitae and the names and addresses of two referees. Closing date 17th June, 1983. (04824) 134822

Social Studies

Scale 2 Posts and above

SUFFOLK

SUBURY UPPER SCHOOL
Tudor Road, Sudbury
(Mixed Comprehensive 13 - 18: 1,130 on roll)
Required for January 1984, a Scale 3 teacher to be responsible for the development and co-ordination of a core programme of PERSONAL and SOCIAL EDUCATION from Third Year to Fifth Year.

Candidates able to teach HISTORY and RELIGIOUS EDUCATION preferred.

Closing date: 20th June 1983.

Forms and further details available from the Headteacher at the School (s.a.e. please) to whom they should be returned. (06750) 135020

Scale 1 Posts

DONCASTER

EDLINGTON COMPREHENSIVE SCHOOL
A good honours graduate. Please see main advertisement under Secondary Schools, History, Scale 1. (10246) 135022

HAMPSHIRE

BAY HOUSE SCHOOL
Gomer Lane, Alverstoke, Gosport, Hants PO12 2QP
11 - 18 mixed Comprehensive - 1,588 on roll
Required 1st September 1983, SOCIAL SCIENCE (preferably Sociology/Politics) with GEOGRAPHY - Scale 1.

Applications in writing, with full curriculum vitae, and names and addresses of two referees, to the Headmaster. (12631) 135022

HAMPSHIRE

TEST VALLEY SCHOOL
Roman Road, Stockbridge SO20 6HA
11 - 16 Mixed Comprehensive N.O.R. 816
Scale 1

Teacher for a combination of some or all of Social Sciences/History RE throughout the School.

Further details from Headmaster. (12645) 135022

NORTHAMPTONSHIRE

CORBY QUEEN ELIZABETH SCHOOL
Oakley Road, Corby, Northants NN17 1NE

(11 - 18 Comprehensive, 1335 on roll)

SOCIAL STUDIES (SCALE 1)

Required for September a well-qualified teacher for a temporary appointment for one year only to teach:

(a) Social studies: contributing to a modular course in the Upper School;

(b) Some History, Geography or Religious Studies in Years 1-3.

Further details and application form (SAE please) from the Headmaster. (06681) 135022

HAMPSHIRE

FORT HILL SCHOOL
Kenilworth Road, Basingstoke RG23 8JQ
Tel: Basingstoke 54311
A Comprehensive Community School - 900 Mixed
Required January, 1984 or earlier
Scale 1

Teacher of Craft, Design and Technology.

Candidates should have experience in a wide range of materials and will be required to teach to G.C.E. 'O'/CSE level.

Please apply in writing to the Headmaster, giving full curriculum vitae and naming two professional referees, with s.a.e for further details. (12646) 135422

Speech and Drama

Heads of Department

BERKSHIRE

THE FOREST SCHOOL
Robin Hood Lane, Winnersh, Berks.
N.O.R. 1084 (Boys comprehensive - 180 6th form)
Required September 1983 TEACHER IN CHARGE OF DRAMA (Scale 2) to CSE and O level. Ability to teach ENGLISH to O level also required.

Please apply to headteacher for application form and further details (sae please). Closing date 20 June.

Berkshire County Council is an equal opportunity employer. (10234) 135218

Scale 2 Posts and above

HAMPSHIRE

HARRIET COSTELLO SCHOOL
Crossborough Hill, Basingstoke RG21 3AL
11 - 16 Mixed Comprehensive
N.O.R. 1050
Required January, 1984 or earlier
Scale 2

Teacher to be in charge of Drama and teach Drama throughout the School.

Applications by letter to the Headmaster as quickly as possible. Full c.v. and the names of 2 referees should be included. (12643) 135220

Scale 1 Posts

WILTSHIRE

Require Scale 1 DRAMA TEACHER.

For further details see display under Secondary Schools other than by subject. (06773) 135222

Technical Studies

Heads of Department

HARROW

EDUCATION COMMITTEE
HATCH END HIGH SCHOOL
Headstone Lane, Harrow, Middlesex HA3 6RN
Tel: 01-428 4330
HEAD OF METAL WORK SCALE 3 required September, 1983 by this 12 - 16 coeducational comprehensive school. The post course occurs within the design faculty which prepares students for 'O' level and CSE metal work and 'O' level design and technology.

Applications are invited from experienced teachers able to teach across the whole ability range.

Application forms from and to be returned to Headteacher by 13th June 1983. Please enclose stamped addressed envelope.

Harrow is an equal opportunity employer. (10683) 135418

HERTFORDSHIRE

THE SELE SCHOOL
Welwyn Road, Hertford
Co-educational, all ability, Group 9 Roll 820
HEAD OF CRAFT, DESIGN AND TECHNOLOGY (Scale 4 + Fringe Allowance) required for September 1983, or as soon as possible thereafter.

Applicants should be able to offer experience and skills in a variety of media, technical graphics and technology and be capable of leading an established team in forging links with other departments.

Currently Metalwork, Woodwork, Technical Drawing and Motor Vehicle Studies are taught to C.S.E./'O' Level in well equipped facilities.

Letters of application (no forms) to the Headmaster at the school, should include a full curriculum vitae, the names and addresses of two referees and s.a.e. for further information. (10180) 135418

Scale 2 Posts and above

DEVON

Please see displayed advertisement on page 51. (10648) 135420

Scale 1 Posts

AVON COUNTY

BROADOAK SCHOOL
Weston-super-Mare BS23 4NP (1300 mixed).
Required September, C.D.T. teacher.

Full details supplied on receipt of a stamped addressed envelope. Apply to the head with curriculum vitae and naming two referees. (10211) 135422

BEDFORDSHIRE

SOUTHERN AREA
CARDINAL NEWMAN SCHOOL
Warden Hill Road, Luton, Bedfordshire LU2 7AE
Headmaster Mr. W. P. Davies J.P., B.Sc.
Required for September 1983 a teacher of Technical Subjects specialising in Woodwork, Scale 1. This voluntary aided Catholic (11 - 18) mixed comprehensive school opened in September 1968 in new buildings. It has an 8 form entry covering the whole ability range, number on roll 1,260 including 90 in sixth form.

Applications to be sent as soon as possible to Clerk of the Governors accompanied by 2 testimonials and marked 'Application'. (12773) 135422

BURY

METROPOLITAN BOROUGH OF BURY
CRAFT, DESIGN AND TECHNOLOGY (Scale 1)
Required for 1st September 1983 for one year only at Ashmeadow/Seedfield High School, c/o Parkinson Street, Bury.

Applications by letter stating full curriculum vitae to the Head Teacher Designate at the School by Friday 10th June 1983. (10067) 135422

CAMBRIDGESHIRE

SOHAM VILLAGE COLLEGE
Required in September a teacher of CRAFT, DESIGN AND TECHNOLOGY (Scale 1) to specialise in woodwork in this 11 - 16 comprehensive school (Roll 930). There are established courses in woodwork, metalwork and technology all to G.C.E. 'O' level. Unfurnished accommodation may be available at a reasonable rental.

Apply to Warden at the college, Soham, Cambridge CB7 5AA with full c.v. and names and addresses of two referees. (12744) 135422

DEVON

Please see displayed advertisement on page 51. (10650) 135422

ESSEX

HEDLEY WALTER SCHOOL
(Roll 1085)
Sawyer's Hall Lane, Brentwood. Tel: Brentwood 220808.
CRAFT, DESIGN AND TECHNOLOGY
Scale 1 (Scale 2 available for experienced applicant)

Qualified Teacher required as soon as possible. Well established department for all aspects of CDT to all examination levels. Ability to offer P.E. or Mathematics desirable.

Apply direct to Headteacher with C.V. (foolscap s.a.e. please). (06767) 135422

HAMPSHIRE

FORT HILL SCHOOL
Kenilworth Road, Basingstoke RG23 8JQ
Tel: Basingstoke 54311
A Comprehensive Community School - 900 Mixed
Required January, 1984 or earlier
Scale 1

Teacher of Craft, Design and Technology.

Candidates should have experience in a wide range of materials and will be required to teach to G.C.E. 'O'/CSE level.

Please apply in writing to the Headmaster, giving full curriculum vitae and naming two professional referees, with s.a.e for further details. (12646) 135422

HAMPSHIRE

ROBERT MAY'S SCHOOL
West Street, Odiham
(Comprehensive mixed 11 - 16)
N.O.R. 1050
Required for September 1983

Scale 1 post

Craft Design and Technology Teacher in this new purpose built, well equipped comprehensive school.

Closing date 17th June 1983.

Apply by letter, enclosing curriculum vitae, the names of two educational referees, and s.a.e. to the Headmaster. (10524) 135422

HUMBERSIDE

EDUCATION DEPARTMENT
East Riding Division
SOUTH HOLDERNESS SCHOOL
Preston, Hull HU12 8UZ
(Rural comprehensive, 11 - 18 years, N.O.R.: 1620)
METALWORK - SCALE 1
Required for September, 1983. An ability to teach Technical Drawing or Control Technology would be an advantage. The Craft Department comprises two suites of well equipped Workshops.

Application forms and further details are available from the Head of the school (S.A.E. please) to whom completed forms should be returned by 13th June, 1983. (19610). 135422

KIRKLEES

METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
WHITCLIFFE MOUNT SCHOOL
(REF. 157)
Turnsteads Avenue, Cleckheaton, West Yorkshire
13 - 18 (1350 + 240 Sixth Form) co-education
Required for 30th August teacher of CRAFT AND DESIGN TECHNOLOGY, SCALE 1, able to share in general C.D.T. courses throughout the ability range and, if possible, in 'O' level 'Technology' courses in a well equipped department. The post is permanent to the service of the Authority and will be at this school for the first year.

Letters of application with the names of two referees, should reach the Headmaster at the school, as soon as possible (s.a.e. please). Further particulars available. (10635) 135422

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
Medway Division
ROCHESTER - TEMPLE SECONDARY BOYS' SCHOOL
Brompton Farm Road, Frindsbury, Rochester, Kent
Roll: 660
Scale 1 teacher for TECHNICAL DRAWING required for September 1983 or as soon as possible. The subject is taught throughout the school to C.S.E. and G.C.E. 'O' level standard. The department has a very good record of examination success and someone is looked for to continue this work. There are two drawing offices in full time use and the successful applicant would be in charge of one of these. While the timetable envisaged will be mainly Technical Drawing applicants' other interests will be given sympathetic consideration.

Applications should be made, as soon as possible, by letter to the Headmaster, giving details of qualifications and the names of two referees.

ROCHESTER - WARREN WOOD SECONDARY BOYS' SCHOOL
Arethusa Road, Rochester, Kent
Group 7, 410 on roll
Required for the academic year 1983/84 only, due to secondment, a temporary teacher (Scale 1) of Technical Subjects with special reference to METALWORK up to G.C.E. 'O' level.

Apply to the Headmaster by letter with full curriculum vitae and naming two referees. (12796) 135422

LINCOLNSHIRE

BOSTON KITWOOD BOYS COUNTY SECONDARY SCHOOL

Roll 694

Required for September 1983, Assistant Teacher Scale 1 for Craft, Design and Technology. Applications from new entrants to the profession would be welcome.

Forms and details from the Headmaster at the school, Mill Road, Boston, Lincs PE21 9HB, on receipt of SAE to whom forms should be returned as soon as possible. (12756) 135422

MIDDLESEX

SURREY EDUCATION COMMITTEE
THE BISHOP WAND C. OF E. (AIDED) SECONDARY SCHOOL
Layton's Lane, Sunbury on Thames, Middlesex
Required for September, enthusiastic teacher of CRAFT, DESIGN and TECHNOLOGY at this 11 - 18 mixed comprehensive school, number on roll 680, including 150 in the Sixth Form. With the others in the Creative Studies group, this subject has significant status in the school, and all pupils follow one of the group at least to O/level or CSE. An A/Level course is well-established. A 4th/5th year Technology course starts in September. Candidates should be happy to work within a caring community broadly based on Christian principles and willing to contribute to the pastoral and extra-curricular as well as the academic work of the School. Fringe London Allowance. Generous removal and disturbance allowances payable in approved cases. Further details and an application form available from the Headmaster, D.G. Jones, M.A. (Sunbury 84337). (10203) 135422

NORTH YORKSHIRE

COUNTY COUNCIL
SOUTH CRAVEN SCHOOL
Holme Lane, Crosshill, Keighley BD20 7RL
11 - 18.
Required for September 1983 teacher of CRAFT and DESIGN (whole age range) to teach up to 'O' level Woodwork and CSE Technical Drawing, plus junior and middle school Craft. Scale 1 post.

This post is to replace under the Job Release Scheme and therefore only students and persons who are registered unemployed can apply.

Application forms available from the Headmaster at the school on receipt of s.a.e., to be returned as soon as possible. (10605) 135422

NORTH YORKSHIRE

COUNTY COUNCIL
BRAYTON HIGH SCHOOL
Doncaster Road, Selby YO8 9QS
Purpose-built 11 - 16, increasing to 900 on roll
Required for September 1983, two teachers of CRAFT, DESIGN AND TECHNOLOGY, one to teach in another area. Scale 1.

In the light of the re-organisation approved for the Selby area, these posts will initially be on one year fixed term contracts until 31 August 1984.

Candidates should apply immediately to the Headmaster quoting qualifications, experience and two referees. (10543) 135422

NORTHUMBERLAND

BERWICK COUNTY HIGH
Adams Drive, Berwick upon Tweed TD15 2JF
Group 11, 13 - 18 comprehensive
970 pupils including 130 in 6th form
Required from September 1983 teacher of Craft, Design & Technology (scale 1) to join a team of 4 teachers teaching Technical Subjects (both traditional & modern) to CSE, GCE, 'O' and 'A' and TEC level 1.

Removal expenses/lodging allowance may be payable.

Application forms (foolscap sae) returnable 17/6/83 from Head. (12757) 135422

SHROPSHIRE

EDUCATION COMMITTEE
MANOR SCHOOL
Crescent Road, Hadley, Telford, TF1 4JZ
Tel: Telford 44895, 44929
CRAFT, DESIGN AND TECHNOLOGY - SCALE 1
Required for September, for this 11 - 16 Mixed Comprehensive School, a teacher of Technology. The Craft, Design and Technology Department is growing and developing exciting new classes. This post offers an opportunity for an enterprising teacher to make a major contribution to these developments.

Please apply by letter to the Headmaster at the school, giving full Curriculum Vitae and names of two referees. (10273) 135422

SOUTH TYNESIDE

EDUCATION AUTHORITY
ASSISTANT TEACHER FOR TECHNICAL STUDIES (SCALE 1)
Applications are invited from suitably qualified and/or experienced teachers of metalwork, woodwork and technical drawing for appointments within the curricular area of design and technology in a number of schools. Appointments will be tenable from 1st September, 1983, or as soon as possible thereafter.

Application forms are obtainable from the Director of Education, Education Department, Town Hall, Jarrow NE32 3LE, on receipt of a stamped addressed envelope. Completed forms should be returned by not later than Thursday, 16th June, 1983. (06560) 135422

STAFFORDSHIRE

EDUCATION COMMITTEE

The following posts are required for September, 1983

CODSALL HIGH SCHOOL
Elliotts Lane, Codsall, Nr. Wolverhampton

CRAFT, DESIGN AND TECHNOLOGY TEACHER (Scale 1) able to contribute widely to a progressive department. The School is not affected by falling rolls.

Application forms obtainable from and returnable to the Headteacher (s.a.e.)

BIRCHES HEAD HIGH SCHOOL
Birches Head Road, Hanley, Stoke on Trent ST2 8DD

11 - 16 Comprehensive School with 750 on roll

Teacher (Scale 1), of CRAFT DESIGN and TECHNOLOGY. The ability to contribute to the development of design based courses would be an advantage.

Application forms obtainable from and returnable to the Headteacher (s.a.e.).

MOORLAND HIGH SCHOOL
Moorland Road, Burslem, Stoke on Trent ST6 1EB

Required for September 1983 or as soon as possible thereafter, Assistant Teacher for CRAFT DESIGN and TECHNOLOGY (Scale 1). An ability to contribute to the development of Technology would be an advantage.

Application forms obtainable from and returnable to the Headteacher (s.a.e.).

WILNECOTE HIGH SCHOOL
Tinkers Green Road, Wilnecote, Tamworth

Permanent full-time appointment for a well qualified teacher of DESIGN (Metalwork, Woodwork, Art and Craft).

Application forms obtainable from and returnable to the Headteacher (s.a.e.).

All applications are asked to note that in the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (04695) 135422

WAKEFIELD

CITY OF WAKEFIELD METROPOLITAN DISTRICT COUNCIL

1. OUTWOOD GRANGE (11 - 18) SCHOOL
Mixed Comprehensive (1281 on roll)
Required September 1983, a Scale 1 TEACHER of TECHNOLOGY, CRAFT, DESIGN AND TECHNOLOGY, to join a strong department in which the development emphasis is upon the design technology and development of design technology and graphics courses. Further details on request.

2. CASTLEFORD HIGH (13 - 18) SCHOOL
Mixed Comprehensive (1270 on roll)
Required September 1983, a Scale 1 TEACHER of TECHNOLOGY, CRAFT, DESIGN AND TECHNOLOGY. An excellent opportunity to teach the subject across the age and ability range of the school. Further details on request.

Application forms available, on receipt of a s.a.e., from Chief Education Officer, Wakefield, 8 Bond Street, Wakefield, to be returned within 14 days of the date of this advertisement.

Unless applicants receive notification within 6 weeks of the specified closing date, would they please assume they have been unsuccessful. In the interests of economy individual letters will not be sent. (10352) 135422

TECHNICAL STUDIES TEACHERS: DO YOU NEED A CHALLENGE?

This could be just what you are looking for.

Required for September 1983 at:

ST. CHRISTOPHERS CH(E), Hayes, Middlesex

A qualified teacher Scale 1, or instructor on the relevant scale, to teach a combination of the following:

Brickwork
Plumbing
Plastering
Decorating
and other associated subjects.

The person appointed will join a team of eight teachers. This post offers a stimulating and creative working environment, opportunities for training and development in a purpose-built establishment, allowing freedom to promote their own ideas as well as following orthodox CSE courses. Whilst this post is not suitable for probationers, it does offer scope for people with an industrial background.

If you are interested please contact either John Fry or Kath Lewis, Head of Education on Tel: 01-561 1299, Ext. 33/30.

Application forms and further details available from the Personnel Officer, quoting Ref: SS/28/23 XE, Civic Centre, High Street, Uxbridge, Middlesex UB8 1UW. Tel: Uxbridge 50589 (24 hour ansaphone). Closing date: 17th June, 1983.

LONDON BOROUGH OF **Hillingdon**

SECONDARY TECHNICAL STUDIES
continued

WILTSHIRE

EDUCATION COMMITTEE

DOWNTON SECONDARY SCHOOL

Number on roll 480

Required for September, 1983, an enthusiastic well qualified teacher of Metalwork and Technical Drawing with an interest in the educational approach to Design and Craft Technology.

Application from teachers seeking first appointment welcome but not essential.

Good facilities in the pleasant surroundings of a rural secondary school.

Application by letter together with curriculum vitae and names of two referees to the Headmaster at the school as soon as possible S.A.E. for acknowledgement of application and further details of the post. (01199) 135422

WILTSHIRE

COUNTY COUNCIL

ST. AUGUSTINE'S R.C. SECONDARY SCHOOL
Trowbridge

(11 - 16, mixed, roll 500)

Required for September:- Teacher of Woodwork - Scale 1, permanent post. (there will be the need to offer a second subject.)

Application form, further details and a copy of the school brochure available from the Headmaster: please enclose 22p stamps. (10558) 135422

WILTSHIRE

Require Scale 1 TECHNICAL STUDIES.

For further details see display under Secondary Schools other than by subject. (06774) 135422

Technology

Scale 1 Posts

DEVON

Please see displayed advertisement on page 51. (10655) 135522

LEICESTERSHIRE

LIMEHURST HIGH SCHOOL
Bridge Street, Loughborough, Leics.

C.D.T. WITH GAMES

Please see Scale 1 Art and Design. (12662) 135522

Other than by Subject Classification

Scale 2 Posts and above

EAST SUSSEX

ST. RICHARD'S R.C. SCHOOL
Ashdown Road, Bexhill-on-Sea TN40 1SE
(Comprehensive Mixed 11 - 16 604 on roll)
Required January 1984, Head of Lower School (Scale 3) for this Group 8 R.C. School with particular responsibility for years 1 and 2 and liaison with primary schools. Practising Roman Catholic preferred.

Relocation grants available in approved cases.

Application forms and further details from the Headmaster (s.a.e. please). Closing date 17th June 1983. (11622) 135620

Scale 1 Posts

LEICESTERSHIRE

THE RAWLINS UPPER SCHOOL AND COMMUNITY COLLEGE
Loughborough Road, Quorn, Nr. Loughborough, Leics.

In the Leicestershire plan for the re-organisation of secondary education

14 - 18 Upper

ROLL 1270

BASIC SKILLS TEACHER

SCALE 1

Enthusiastic teacher required to join the Opportunities Department. Teaching time will be split between the Opportunities Department, covering remedial English and Communication Skills, and the Mathematics Department, where the successful candidate will join a new team developing a basic numeracy course. An interest in and experience of the needs of students with learning problems is essential.

Rawlins is a well developed Community College and all teachers are expected to have a commitment to tutorial work and the philosophy of Community Education.

Apply immediately by letter, no forms, with curriculum vitae, and the names and addresses of two referees to the Principal. SAE for further details. (12639) 135622

BERKSHIRE

BAYLIS COURT COUNTY SECONDARY SCHOOL
Gloucester Avenue, Slough
N.O.R. 390 (Girls)
Required September 1983
ASSISTANT TEACHER (Scale 1) for General Subjects to include French.

Application form and further details from headmistress (sae). Berkshire County Council is an equal Opportunity employer. (04685) 135622

LEICESTERSHIRE

THE GRAMMAR SCHOOL
Leicester Road, Ashby de la Zouch, Leics.

In the Leicestershire plan for the re-organisation of secondary education 14 - 18 Upper
ROLL 1265

ASSISTANT HOUSEMASTER
SCALE 1

Required August, a teacher to act as Assistant Housemaster in Boarding establishment for 25 boys.

Resident staff include Matron and Housemaster. Comfortable flat available, please state subjects.

EXEMPTION UNDER SECTION 7 (2) OF THE SEX DISCRIMINATION ACT IS CLAIMED.

Further details from the Head (SAE). Apply immediately (no forms) with full particulars and names and addresses of two referees (SAE). (12688) 135622

LONDON

ST. ANGELA'S URSULINE CONVENT
Forest Gate, London E7.
Girls' Comprehensive School
870 On Roll
Required September 1983, scale 1 teacher of Sociology to 'A' level with Maths.

Please apply in writing to the Headmistress, giving names and addresses of two referees. (06893) 135622

ROTHERHAM

METROPOLITAN COUNCIL

WICKERSLEY COMPREHENSIVE SCHOOL

11 - 18 Mixed. Approx. 1563 on roll. Approx. 164 in 6th form

Required for September 1983

ASSISTANT TEACHER - SCALE 1

Teacher for children with Special Educational Needs. Well qualified, preferably experienced teacher to join team of three catering for children aged 11 - 16.

Closing date: 14th June 1983.

Curriculum Vitae and details of two persons for reference to the Head Teacher of the School, Bawtry Road, Wickersley, Rotherham S66 0JL (Tel: Wickersley 542147).

W.N. Mussett, Director of Personnel Resources. (05851) 135622

SHEFFIELD

CITY OF SHEFFIELD
EDUCATION DEPARTMENT
KING EDWARD VII SCHOOL
Glossop Road, Sheffield S10 2PW
(1450 pupils, including 300 in the sixth form)
required for September, a Scale 1 teacher of General Subjects other than Science. Candidates should state which subjects they can offer and to what level. The ability to help with Social Education and/or boys' PE would be an advantage, but not essential.

Letters of application, including curriculum vitae and names and addresses of two referees, should reach the Headmaster by Friday, 17 June 1983. (10215) 135622

SURREY

EDUCATION COMMITTEE
WOOLMER HILL SCHOOL
Haslemere
Wanted for September:

1. Physics Teacher to teach to 'O' Level and C.S.E. in large and very successful department. Scale 1.
2. Teacher of French and German to 'O' Level and C.S.E. in large and successful department.
3. Teacher of Spanish and French to 'O' Level and C.S.E. Scale 1.
4. Teacher of History to 'O' Level and C.S.E. Both Social and Economic History, and World History taught to examination Level. Scale 1.

For further details please telephone Haslemere 2746.

WILTSHIRE

ASHERSTON C.E. CONTR SCHOOL
High Street, Shepton, Malmesbury, Wilts SN16 0LQ

Group 3. N.O.R. 112

Scale 1 teacher required from September 1983 for this ONE YEAR TEMPORARY POSITION, to teach reception infants.

Application form and further details (S.A.E. please) from and returnable to Headteacher two weeks after appearance of this advertisement. (05858) 135622

Sixth Form and Tertiary Colleges

Scale 2 Posts and above

WEST MIDLANDS

SOLIHULL SIXTH FORM COLLEGE
Widney Manor Road, Solihull, West Midlands B91 3JG
The following posts are available for September 1983, or as soon as possible thereafter:

(1) A HEAD OF RELIGIOUS STUDIES, Scale II or III.

(2) An Economist, Scale I, to teach chiefly at 'A' level.

Applications including C.V. and the names of two referees, should be sent as soon as possible, to the Principal at the College, enclosing a s.a.e. for acknowledgement. (10557) 140020

Scale 1 Posts

HAMPSHIRE

QUEEN MARY'S COLLEGE
Cliddesden Road, Basingstoke RG21 3HF
(1100 Mixed)
Required January, 1984 or earlier

A well qualified graduate Economist to teach a range of courses including 'A', 'O' and C.S.E. levels.

A strong interest in non-examination work and a commitment to a comprehensive curriculum are essential.

All members of staff are appointed as personal tutors as well as subject teachers.

S.a.e. for further details to Principal. (12649) 140022

LEICESTERSHIRE

GATEWAY SIXTH FORM COLLEGE
The Newarke, Leicester.

ROLL 750

COMPUTER STUDIES

SCALE 1

Required August to teach to G.C.E. 'O' and 'A' level.

Further details from the Head (SAE). Apply immediately (no forms) with full particulars and names and addresses of two referees (SAE). (12751) 140022

Special Education

Deputy Headships Second Masters/ Mistresses

HAMPSHIRE

WHITEDOWN SPECIAL SCHOOL
Albert Road, Alton GU34 1LP
83 on roll E.S.N.(S)
DEPUTY TEACHER required for this Group 5(s) Special School.

Details and application forms available from the Headteacher on receipt of a foolscap stamped addressed envelope. (12639) 160012

Heads of Department

BROMLEY

LONDON BOROUGH OF BROMLEY
Required for September, 1983, for a Support Unit for children aged 11 - 16 who have behavioural problems, 1) TEACHER IN CHARGE, SCALE 3 (S) Ideally applicants should have experience within the Comprehensive system and in a management position with children with behavioural problems. 2) THREE SCALE 1 (S) TEACHERS

Candidates should state subjects which they are able to offer to the pupils.

For full listing see advertisement under Secondary, Heads of Dept., Remedial Posts. (12681) 160018

Scale 2 Posts and above

BERKSHIRE

TEACHING & SUPPORT SERVICE (EAST)
WESSEX INFANTS SCHOOL
Nursery Unit, Maidenhead Teachers Centre,
St. Edmunds House, Ray Mill Road West, Maidenhead, Berks.
Required as soon as possible TEACHER (full time (Scale 2S) to work with learning impaired children and other children with special needs. The teacher appointed will work 0.5 with the Teaching and Support Service covering the east of the county and 0.5 at the Wessex Infants School, Nursery Unit. Closing date 17 June.

Berkshire County Council is an equal opportunity employer. (10851) 160020

COLCHESTER

Royal Eastern Counties Schools
THE OXLEY PARKER SCHOOL
Mill Road, Colchester
(Special School for Maladjusted boys)
Two Teachers required for September 1983, to teach General Subjects. An interest in Maths/Computer Studies and/or Music an advantage. Possibility of Scale 2 for one of the vacancies.

Additional Duties Allowance of £1,869 per annum for 15 hours extraneous duties weekly which are compulsory. Single accommodation available.

Application form from the Headmaster. (S.A.E.) (05271) 160020

GLOUCESTERSHIRE

COLN HOUSE SCHOOL
Fairford GL7 4QB
Required for September, experienced teacher of pupils with learning and behavioural difficulties at this mixed residential school. Scale 2 (S). Age range 9 - 16. In addition to teaching basic subjects the post would involve overall responsibility for both day and boarding girls. Successful applicant would be expected to undertake up to 15 hours per week extraneous duties.

Further details and application forms from the Head Teacher (enclose S.A.E.). (04693) 160020

LEICESTERSHIRE

THE GRANGE SCHOOL
Knossington, Nr. Oakham, Leics.
Tel: Somerby 264
ASSISTANT TEACHER required at this boarding school for 60 maladjusted boys to teach general subjects to a group of 9 children. Scale 11 (S) available for suitable applicant. Secondary or Junior trained. Extraneous duties may be available by arrangement at the national rate. Applications to the Headmaster as soon as possible or ring for informal visit and discussion. (06669) 160020

HARINGEY

Progress With Humanity

WILLIAM C HARVEY ESN(S) SCHOOL
Adams Road, London N17.
Tel: 01-808 7120
HEADTEACHER: Mrs N. M. Oates
Scale 2(S) Assistant Teacher required for September 1983 to take responsibility for development of Language Literacy with a specific interest in Rebus.

This post will be class based with a group of ten children in the 13 - 15 year age range and will also include a commitment to a team teaching situation in the secondary age range.

Interested applicants are invited to visit the school by appointment.

Required for September 1983, a suitably qualified and appropriately experienced teacher for a class of multiply handicapped children; in addition the post carries responsibility for the development of the curriculum in the area of gross and fine motor skills. Scale 2/3(S) post.

Interested candidates may visit the school by arrangement with the Headteacher.

London Allowance (£939) payable. Removal expenses - 100% allowed in approved cases.

Application Forms (S.A.E.) may be obtained from the Chief Education Officer, Education Offices, 48 - 62 Station Road, Wood Green, London, N22 4TY, to whom forms should be returned by 10th June, 1983.

Haringey is an equal opportunity employer. (05761) 160020

SUFFOLK

WEST SUFFOLK COLLEGE OF F.E.
Bury St. Edmunds
Lecturer II and Lecturer I for young people with severe learning difficulties. See Colleges of F.E. section. (04659) 160020

SUNTRAP RESIDENTIAL SCHOOL
SEA FRONT, HAYLING ISLAND, HANTS

DEPUTY HEAD TEACHER

Required as soon as possible for this all age school which at present caters for up to 80 children with special needs who require residential education. Candidates should hold a certificate or diploma in the teaching of handicapped children.

The role of the school is currently under review, and the teacher appointed will be expected to take significant responsibility for curriculum development, in the first instance the development of a new programme for school leavers.

The school is residential, and the Deputy will be required to work very closely with the Head Teacher in developing and implementing policy during and after normal school hours.

There is an extraneous duties allowance of £2,053 pa, and there is a two bedroomed modern flat available (one mile from school premises).

Removal expenses – 100% allowed in approved cases.

Application forms and further details of the post are available from Chief Education Officer, Education Offices, 48–62 Station Road, Wood Green, London N22 4TY. Tel: 01-881 3000.

Closing date 17th June, 1983.

Haringey
Progress with humanity

Haringey is an equal opportunity employer. We welcome your application which will be considered on merit, irrespective of race, marital status, sex or any disability you may have.

LEEDS CITY COUNCIL
DEPARTMENT OF EDUCATION

SCALE 1 POST

Ref. No. N.W.630
HORSFORTH SPRINGFIELD SCHOOL (RESIDENTIAL)
(No. on roll: 40; 6–12 years)
Scotland Lane, Horsforth, Leeds LS18 5HT
Tel: 582038
Headteacher: Mr J. Kirby

Required for September 1983, teacher to be responsible for a class base. The school caters for pupils with emotional problems and educational difficulties. The teacher appointed will be expected to do 15 hours per week extraneous duties and to be on a sleeping-in rota. Additionally, the teacher should be able to promote an activity in the pupils out of school time. Telephone Head Teacher for further details.

Forms are available from and should be returned to the Director of Education, Selectapost 17, Merrion House, 110 Merrion Centre, Leeds LS2 8DT.

The post reference number should be quoted on all correspondence.

Applications requiring acknowledgement and requests for forms and/or details must be accompanied by a stamped, addressed envelope.

Closing date for receipt of application is: 17th June, 1983.

Leeds is an equal opportunity employer.

WILTSHIRE EDUCATION COMMITTEE
NEW SPECIAL BOARDING SCHOOL

Appointment of Head Teacher
(Salary – Head Group 6 (S))

In September, 1984, the Authority is opening a new boarding school in Calne, for 45 boys and girls of secondary school age with serious social, emotional and behavioural difficulties. The school will be located in the premises of the Greenacres C.H.E., which was closed last Summer.

The staffing and resources of the school will be designed to help meet the heavy demands placed on it. Part will be kept open during usual school holidays for pupils unable to go home.

The quality of the Head Teacher is seen by the Authority as a key factor in the success of the school, and the person appointed will take up the post in January, 1984, in order to prepare for the opening.

Applications are invited, therefore, from teachers with considerable successful experience, at a senior level, in meeting the educational, social and emotional needs of seriously disturbed young people, and who can offer the skills, energy, enthusiasm, perseverance and leadership that the challenge of this post requires.

Further details and application form (s.a.e. please) from the Chief Education Officer, County Hall, Trowbridge, Wiltshire BA14 8JB.

Closing date for applications will be 2nd July, 1983 and interviews will be held in September.

Cumbria County Council

SPECIAL SCHOOL HEADSHIPS

From January 1984.

Ingwell School, Nr. Whitehaven
A RESIDENT HEAD to take charge of this Group 5(S) Residential Special School for 90 boys and girls, aged 9 to 16+, with learning difficulties and, in many cases, additional social and emotional problems. Residential allowance of £2,211 pa plus free board and lodging.

Sandgate School, Kendal
A HEAD to take charge of this Group 3(S) Day Special School, for around 40 boys and girls aged 2–19 years with severe learning difficulties.

Applicants for both posts should have substantial and varied experience of working in senior posts with children with special educational needs, and should hold a further qualification in a relevant field of special education.

Further details and application forms, to be returned no later than 20th June 1983, from the Director of Education, 5 Portland Square, Carlisle (sae please).

Cumbria

SPECIAL EDUCATION
continued

NOTTINGHAMSHIRE
COUNTY COUNCIL

EDUCATION DEPARTMENT

Applications are invited from suitably qualified teachers for the following posts.

WILLIAM SHARP COMPREHENSIVE SCHOOL
HEARING IMPAIRED UNIT
Bramhall Road, Bilborough, Nottingham NG8 4HY

Headmaster: P. Heywood, M.A.

Mixed: 646 (11 - 16)

For September, teacher of the Deaf (Scale 2 or 3) to lead English teaching throughout the Unit and to assist in curriculum development. The Unit has 10 staff and, of its 58 pupils, 36 are severely/profoundly deaf. Scale 3 post available for suitably experienced candidate.

Please apply by letter, giving the names and addresses of two referees, to the Headmaster at the school as soon as possible.

DIGBY E.S.N.(S) SCHOOL
Digby Avenue, Mapperley, Nottingham NG3 6DS

Headmistress: Mrs. L.M. Szyszczak, B.Ed.

Mixed: 70 (All age)

For September, experienced and well qualified teacher (Scale 2 (S)) to be responsible for music and drama throughout the school. The post will include responsibility for a class and some general teaching.

Application forms and further details available (s.a.e.) from the school. (06597) 160020

ROTHERHAM
METROPOLITAN COUNCIL

DEPARTMENT OF EDUCATION

Required for a new unit

ASSISTANT TEACHER
SCALE 2

UNIT FOR CHILDREN WITH SPECIFIC LEARNING DIFFICULTIES

Experienced teacher required to help to establish a new unit for children who fall within the normal range of ability but who are experiencing learning difficulties in various areas of the curriculum.

The unit is to be based at a Primary school in the Rotherham area to which children will be transported. There will also be a responsibility for visiting primary and secondary schools to assist where children are identified as having specific learning [illegible] to candidates with an advanced diploma in reading or learning difficulties.

Closing date: 14th June, 1983.

Curriculum Vitae and details of two persons for reference to the Director of Education, Norfolk House, Walker Place, Rotherham.

W.B. Mussett, Director of Personnel Resources. (10539) 160020

SOLIHULL
EDUCATION COMMITTEE
Scale 2 teaching post plus SSA
Required from September, 1983, a suitably qualified and experienced teacher to take responsibility for the day-to-day running of a new unit for maladjusted children.
The teacher-in-charge of two existing units in the Borough will assume overall responsibility for the new unit.
Application forms and further details from Miss A.O. Boyle, Teacher-in-Charge, Tudor Grange Centre, Old Bentley Heath School, Widney Road, Bentley Heath, Solihull, Telephone Knowle 2950.
Closing date 14th June, 1983. (10277) 160020

SUNDERLAND
BOROUGH OF SUNDERLAND
EDUCATION DEPARTMENT
USWORTH SCHOOL
Heworth Road, Washington NE37 2NF.
(GROUP 11)
Unit for children with moderate learning difficulties.
Required for September, 1983:-
Teacher-in-Charge (Scale 3).
Applications are invited from suitably qualified teachers for the above post within this school attached unit (two classrooms) for children with moderate learning difficulties which will open in September, 1983. Experience of teaching in a Special Education setting would be advantageous. Candidates are strongly advised to contact the school for further details. This is a re-advertisement and previous applicants will be considered without re-applying.
Application forms and further details obtainable from the Director of Education, Town Hall and Civic Centre, Sunderland SR2 7DN on receipt of a stamped addressed foolscap envelope to be returned to him by 24th June, 1983. (10296) 160020

WARWICKSHIRE
BROOKE DAY SPECIAL SCHOOL
Merttons Drive, Rugby CV22 7AE

Required September 1983, teacher to work at this school catering for children with severe learning difficulties and to work at the Rugby Child Development Centre. Scale 2 (S).

Further particulars and application form available from the Head at the School (SAE please). Closing date 24th June, 1983. (01180) 160020

WARWICKSHIRE
COUNTY COUNCIL

RE-ADVERTISEMENT

SERVICE FOR HEARING IMPAIRED CHILDREN

EDUCATION AUDIOLOGIST

SCALE 4

A qualified and experienced teacher of hearing impaired children who has an additional audiology qualification is required as soon as possible.

The teacher appointed will be based in Warwick as member of team of six peripatetic teachers and will act in an advisory capacity for audiology throughout the county.

This is a re-advertisement: previous applications will remain under consideration.

For application forms and further details please contact: County Education Officer (Ref. PS/IT), 22 Northgate Street, Warwick CV34 4SR. (Tel: Warwick 493431, Ext. 2074). (01180) 160020

WILTSHIRE
CROWDYS HILL SCHOOL
Jefferies Avenue, Swindon, Wilts.

GROUP 6 (S)

Required for September 1983 or January 1984 in this Secondary Special School, a teacher on a Scale III plus S.S.A. for responsibility for Girls' Welfare.

Application forms and further particulars available on receipt of a s.a.e., from the Headmaster. (12800) 160020

Scale 1 Posts

BEDFORDSHIRE
EDUCATION SERVICE
ST. JOHNS SCHOOL
Austin Cannons, Kempston, Bedford MK42 8AB
Required for September 1983, or as soon as possible thereafter, a teacher Scale 1+S.S.A. for a class of 10 pupils aged between 8 and 11 years.
Training and/or experience in the education of E.S.N. (S) pupils an advantage.
Application forms and further details available from the Head Teacher at the school. (S.A.E. please). (12758) 160022

BERKSHIRE
EVELYN FOX SCHOOL
Tuns Lane, Slough
Required September 1983/January 1984 in this multi-cultural school.
TEACHER (Scale 1) for young children with severe learning difficulties, to work in a NURSERY/ASSESSMENT/SPECIAL CARE unit. Visits to the school welcomed. Experienced teachers only need apply.
Application form and further details from Acting Headteacher (SAE). Closing date: 20th June. Berkshire County Council is an equal opportunity employer. (04679) 160022

BOLTON
BIRTENSHAW HALL SCHOOL
Darwen Road, Bromley Cross, Bolton BL7 9AB
QUALIFIED TEACHER (Scale 1 plus S.S.A.) required for September 1983 or as soon as possible thereafter, at this voluntary special school for physically handicapped children.
The person appointed will be responsible mainly for a small (6+ unit working on a curriculum biased towards life skills and links in the community.
Application forms for this non-resident post are available from the Headmaster (Tel: Bolton 54230) on receipt of a s.a.e. and should be returned by the 17th June 1983. (06788) 160022

BRIGHTON
HAMILTON LODGE SCHOOL FOR DEAF CHILDREN
Walpole Road, Brighton.
Qualified Teacher of the Deaf required for September. Scale 1.
Apply to the Principal by 13th June, enclosing full curriculum vitae and names of two referees. (00807) 160022

BROMLEY
LONDON BOROUGH OF BROMLEY
Required for September, 1983, for a Support Unit for children aged 11 - 16 who have behavioural problems. 1) TEACHER IN CHARGE, SCALE 3 (S) Ideally applicants should have experience within the Comprehensive system and in a management position with children with behavioural problems. 2) THREE SCALE 1 (S) TEACHERS
Candidates should state subjects which they are able to offer to the pupils.
For full listing see advertisement under Secondary, Heads of Dept., Remedial Posts. (12682) 160022

CAMBRIDGESHIRE
HUNTINGDON AREA SCHOOL PHYSCHOLOGICAL SERVICE
[illegible] ble, pre-school special education teacher, Scale 3, Nursery/Infant teacher with interest in/experience of working with children and their families at home and to work closely with Educational Psychologists.

Further details and application forms from the Senior Area Education Officer, Gazeley House, Princes Street, Huntingdon. Closing date 17 June 1983. (10609) 160022

COVENTRY
CITY OF COVENTRY
SERVICE FOR HEARING-IMPAIRED CHILDREN
Applications are invited from qualified Teachers of the Deaf for a one year appointment as a Peripatetic Teacher: Scale 1 salary plus Special Schools allowance. Initially at least half of the Peripatetic Teacher's duties will be at the Unit for Hearing Impaired Children attached to a Secondary School in the City. The remainder of the duties will be within the Peripatetic Team assisting hearing impaired pupils and their teachers in ordinary schools. This requirement is for the school year 1983/4.
Further particulars and application forms from Director of Education, Council Offices, Earl Street, Coventry CV1 5RS (Tel. No: 0203 25555, Ext. 2445) to whom completed forms should be returned by Monday, 13 June 1983. Canvassing automatically disqualifies.
An Equal Opportunity Employer. (10267) 160022

DORSET
ST FRANCIS SCHOOL
Hooke, Beaminster, Dorset
Required for September 1983 or January 1984 Teacher of Rural Studies at this Non Maintained boarding school for maladjusted boys aged 9 - 16+ working up to CSE level. Should be enthusiastic and experienced. Special School & Extraneous Duties allowance paid.
Send SAE to Headmaster for further details and application forms. (05065) 160022

DORSET
SLADES FARM SCHOOL
Ensbury Avenue, Bournemouth
Senior Mixed (Special) 50 pupils
Required for January 1984 or earlier if possible, suitably qualified teacher for General Subjects. Scale 1+S.S.A. Ability to assist with the teaching of C.S.E. Maths and English. An interest in Football, P.E. and Catering would be an advantage.
Further details and forms of application obtainable from the Head Teacher on receipt of s.a.e. (01180) 160022

EAST SUSSEX
QUEENSDOWN SCHOOL
Lynchet Close, Hollingdean, Brighton BN1 7FP
(Day Special School for 7 - 16 year old pupils with adjustment problems. Roll 51)
Required from September temporary Teacher (Scale 1 plus Special Schools Allowance) to teach Basic Subjects to a group of 12 - 14 year old pupils. Temporary post for one year only.
Application forms (s.a.e. please) from County Education Officer, Education Department, County Hall, Lewes BN7 1SQ, and returnable to the Headmaster. (04826) 160022

ESSEX
MILLARDS E.S.N.(S) SCHOOL
(Roll 67)
Garth Road, South Ockendon
Tel: South Ockendon 852956
TEACHER Scale 1.
Required for September Teacher for the F.E. Unit. Closing date 24th June 1983.
Application form and further details from Headteacher (foolscap s.a.e. please). (10602) 160022

GLOUCESTERSHIRE
WESTLANDS PRIMARY AREA SPECIAL SCHOOL
Warden Hill Road, Cheltenham
Required for September 1983 a teacher to be responsible for a small class of children who have a variety of learning and behavioural difficulties. Ability to offer Environmental Studies/Science would be an advantage. Scale 1+S.S.A.
Further particulars and application forms from the Headmaster (enclose S.A.E.). (04694) 160022

HAMPSHIRE
COXLEASE SCHOOL
Clay Hill, Lyndhurst
Tel: Lyndhurst 3633
Required for September, 1983 - General Science Teacher to teach this subject throughout the school to C.S.E. standard, together with general subjects teaching. Coxlease is an Independent Residential Special School catering for the needs of 40 secondary aged boys suffering emotional/learning problems. The post is non-resident.
S.A.E. to Joint Principals for application forms. (00805) 160022

HUMBERSIDE
EDUCATION DEPARTMENT
EAST RIDING DIVISION
GANTON SPECIAL SCHOOL
Springhead Avenue, Willerby Road, Hull HU5 5YJ
SCALE 1 POST + S.S.A. (TEMPORARY) - Required for September, 1983 a temporary teacher for the Special Care Department. This is a one year appointment for secondment cover.
Application forms and further details are available from the Head of the school (S.A.E. please) to whom completed forms should be returned by 13th June [illegible] 160022

KINROSS
LENDRICK MUIR SCHOOL
Rumbling Bridge, Kinross, Scotland

RESIDENT HOUSEMOTHER
Scale £5352 - £5841

Driving licence and willingness to share in meal and sleeping-in duties essential. Although we are especially interested in someone who has the capacity and enthusiasm for active music-making others should not feel disbarred from applying.

Please send particulars of referees and previous careers to Headmaster who can provide further details. (06797) 160022

LEICESTERSHIRE
THE ASHMONT SCHOOL
E.S.N. (S)
Beacon Road, Loughborough, Leics.

Tel: Loughborough 268506

SCALE 1
S.S.A.

Required August, appropriately qualified teacher with an interest in remedial reading for a group of children 10 - 12 years. Educational holidays and many sporting activities are offered as part of the school curriculum. The school has an indoor heated swimming pool and horse riding is organised weekly at a local riding school. Music an advantage. Please telephone for further details.

Apply immediately (no forms) with full particulars and names and addresses of two referees (SAE). (12752) 160022

LINCOLNSHIRE
STAMFORD FANE COUNTY SECONDARY SCHOOL

ASSISTANT

Scale 1 plus Special Schools Allowance - Roll 619

Required from autumn term 1983 or as soon as possible thereafter, for the ESN Unit which caters for children aged 11 - 16. Applicants should have an enthusiasm for working with ESN children, should be able to teach general subjects and have a special interest in the teaching of science.

Further particulars and forms from the Divisional Education Officer, P.O. Box 2, Council Offices, Eastgate, Sleaford, Lincs. (s.a.e.) Closing date 17 June. (10299) 160022

MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
WILLIAM WILBERFORCE SCHOOL
Camp Road, Wimbledon SW19 4UN
Headteacher: Miss R. Stephenson, B.A.
Tel: 01-947 6969
Required from September 1983 a temporary Scale 1 teahcer for a class in the Middle School department (age range 10 - 11 year olds). The vacancy is to cover the absence of a permanent member of staff on maternity leave.
London Allowance £939. Legal expenses and assistance towards removal expenses will be considered in approved cases.
Application forms and further particulars of the post are available from the Headteahcer at the above address. Please enclose a stamped addressed envelope.
CLOSING DATE: As soon as possible. (10700) 160022

NORTH YORKSHIRE
HENSHAW'S INDEPENDENCE CENTRE

Required to commence duty in September 1983, One man and woman to take a share in the planning of and be responsible for the training programme and day to day running of this Unit for ten visually handicaps.

The post may be resident or non-resident.

Salary on N.J.C. Scale or Burnham Scale according to qualifications and experience. School holidays.

Application with details of qualifications and experience. (No forms to):- The Headmaster, Henshaw's Independence Centre, Bogs Lane, Harrogate, North Yorkshire HG1 4ED. (04678) 160022

SCOTLAND
LENDRICK MUIR SCHOOL
Rumbling Bridge, Kinross, Scotland

Wanted for September 1st, 1983, or before, qualified teacher.

The ideal candidate would offer a mixture of remedial teaching, music and domestic science but failure to measure up to this should not debar an application. A twenty-four hour concern for maladjusted children is the essential.

Write to Headmaster with C.V., references and when available for interview and appointment. (00823) 160022

SHROPSHIRE
EDUCATION COMMITTEE
PRIORY SCHOOL
Longden Road, Shrewsbury SY3 9EE
Required for September a teacher for a newly established purpose built special unit scale 1 plus E.S.N. allowance.
Further details (s.a.e.) available from the Headmistress at the school. (12775) 160022

SOLIHULL
EDUCATION COMMITTEE
Scale 1 teaching post plus SSA
Required from September, 1983, a suitably qualified and experienced teacher to work in a new unit for maladjusted children.
Application forms and further details from Miss A.O'Boyle, teacher-in-charge, Tudor Grange Centre, Old Bentley Heath School, Widney Road, Solihull, West Midlands, telephone Knowle 2950.
Closing date 14th June, 1983. (10276) 160022

STAFFORDSHIRE
EDUCATION COMMITTEE
CROWN SCHOOL FOR CHILDREN WITH SEVERE LEARNING DIFFICULTIES
Bitham Lane, Burton on Trent DE13 0HB
Required from 1st September, 1983, Teacher (Scale 1 plus S.S.A.) for a group of 12 children in the special care area team teaching situation with a group of profoundly handicapped children aged 2 - 19 years. Ability to work with parents and professionals essential.
Application forms obtainable from and returnable to the Headteacher (s.a.e.).
All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (10263) 160022

STOCKPORT
METROPOLITAN BOROUGH OF STOCKPORT

STOCKPORT COLLEGE OF TECHNOLOGY

(Re-advertisement)

Applications are invited from those holding recognised teaching qualifications and with the relevant experience for the following post in the DEPARTMENT OF APPLIED SOCIAL SCIENCES.

Lecturer Grade II in further special education.

To take responsibility for educational provision for SPECIAL NEEDS STUDENTS (ESN(M) and ESN(S)) in the College.

Salary scale: £6,955 - £11,022 (under review).

Application forms and further particulars are available from the Principal, Stockport College of Technology, Wellington Road South, Stockport SK1 3UQ, Tel: 061-480 7331, (quoting reference SS2) to be returned by 20th June 1983 for interview on or before 8th July 1983. (10294) 160022

SURREY
ST. MARGARET'S SCHOOL
Coombe Road, Croydon, Surrey CR0 5RD

ASSISTANT TEACHER (Scale 1) (non-resident) required for September 1983 at this non-maintained residential Special School for 30 children aged 6 to 19, suffering from Cerebral Palsy and similar handicaps. The Teacher would be required to take charge of small classes with wide age and ability range. Experience in the teaching of handicapped children an advantage, but not essential.

Salary - Burnham Scale. Details of qualifications and names of two referees to the Headmaster. (00826) 160022

Independent Schools

By Subject Classification

Arts and Design

Other Assistants

KENT
BASTON SCHOOL
Hayes, Bromley, Kent.
Qualified teacher Art special subject, preferably with Pottery required September for Middle School. Subsidiary Mathematics and English to 10 year olds essential.
Apply: Headmistress with curriculum vitae and names of two referees. (04661) 181224

Careers

Other Assistants

DERBYSHIRE
ST. ELPHIN'S SCHOOL
Darley Dale, Matlock
Church of England Boarding and Day School for Girls
Required September 1983 ECONOMICS graduate for 10 hours' teaching per week, to 'O' and 'A' levels. This part-time post could be combined with work as Head of Careers, leading a well-established department.
Applications, with full curriculum vitae, to the Headmaster, from whom further details may be obtained. (05827) 181424

Classics

Other Assistants

BARNET
ST MARTHA'S CONVENT
Barnet
Required in September teacher of Latin and Classical Studies to O and A Level.
Apply with c.v. and names of two referees, to The Headmistress, St Martha's Convent, Hadley Bourne, Barnet, Herts EN5 5PX. (01136) 181624

CHESHIRE
Teacher of Latin required for September Part-time (two days) Burnham Scale 1.
Application forms from the Principal, Cransley School, Belmont Hall, Great Budworth, Near Northwich CW9 6NQ. (05854) 181624

LANCASHIRE
STONYHURST COLLEGE
Lancashire.
There will be a vacancy for September 1983 for a graduate to teach Classics. A second subject to be taught up to O-level should also be offered.
A willingness to participate in extra-curricular activities will be an important advantage.
The post will be for one year only but could become permanent.
Accommodation is likely to be available.
Applications with curriculum vitae and the names and addresses of two referees should be made to the Headmaster, Stonyhurst College, Nr. Blackburn, Lancs BB7 9PZ. (12733) 181624

Commercial Subjects

Other Assistants

MIDDLESEX
ST DAVID'S SCHOOL
Ashford, Middlesex TW15 3DZ
SUBJECT BUSINESS STUDIES/ECONOMICS
Required September 1983 a qualified graduate (part time initially) to introduce Business Studies/Economics into the curriculum.
Please apply to the Head Mistress as soon as possible with full details and two names and addresses of referees. (01136) 181824

LINGFIELD HOSPITAL SCHOOL
St Piers Lane, Lingfield, Surrey RH7 6PW

FURTHER EDUCATION UNIT
for pupils with Severe Learning Difficulties

Required for September an
ENTHUSIASTIC TEACHER
to be part of a team involved in providing educational experience for 16–19 year old adolescents. Previous experience in teaching slow learners is essential. Adaptability is required and an interest in Life Skills and Craft Work would be an advantage.
Salary – Burnham Scale I and Special Schools Allowance plus Outer London Weighting Allowance.
Application forms obtainable from Headmaster. (Please include stamped addressed envelope).

INDEPENDENT EDUCATION
continued

Economics

Other Assistants

DERBYSHIRE
ST. ELPHIN'S SCHOOL
Darley Dale, Matlock
Church of England Boarding and Day School for Girls
Required September 1983 ECONOMICS graduate for 10 hours' teaching per week, to 'O' and 'A' levels. This part-time post could be combined with work as Head of Careers, leading a well-established department.
Applications, with full curriculum vitae, to the Headmaster, from whom further details may be obtained. (05826) 182224

LONDON NW4
(ECONOMICS SECTION)

Independent North London 5th and 6th Form College requires a part-time Economics 'A' Level teacher commencing August 1983. The post could possibly be full-time if other subjects could be offered. The salary is negotiable.

Apply in writing in the first instance to Hendry House, 413 Hendon Way, London NW4 3LJ, Tel: 01-202 0822. (05097) 182224

LONDON
HIGHGATE SCHOOL
London N6 4AY
requires in September, 1983 a well-qualified graduate to share the teaching of Economics in the Sixth Form to A-level and Oxford and Cambridge entrance (both 4th and 7th term). The post is part-time (c. 15 periods per week), and initially for one academic year. Highgate School Salary Scale.
Applications with names, addresses and telephone numbers of two referees as soon as possible to Head Master (01-340 1524). (06544) 182224

English

Heads of Department

SOUTHAMPTON
THE ATHERLEY SCHOOL
Hill Lane, Southampton.
(The C.S.Co. Ltd)
Suitably qualified and experienced teacher required as Head of English Department in the Senior School (O, A, and S levels), for either September 1983 or January 1984.
Please apply to the Headmistress, giving c.v. and names and addresses of two referees. (10241) 182418

Other Assistants

BLACKPOOL
ARNOLD SCHOOL
HMC Co-educational 750 pupils
Required in September 1983 a Graduate to teach ENGLISH throughout the School, and to contribute fully to the life of the Department. Willingness and ability to contribute to extra-curricular activities an asset.
Burnham Scale I or II dependent on experience and qualifications.
For further details please contact Headmaster's Secretary, Blackpool (0253) 46391. (05557) 182424

DORSET
SHERBORNE SCHOOL
STUDY CENTRE
GREENHILL HOUSE
ASSISTANT TEACHER OF ENGLISH
A vacancy exists for an Assistant Teacher of English at all levels from Beginners to GCE 'O' Level and Cambridge Proficiency. An interest in the teaching of English as a Foreign Language would be an advantage.
Greenhill House is a small boarding school attached to Sherborne School where boys from overseas are prepared for admission to the English Independent School system through the Common Entrance and GCE 'O' Level Examinations. Classes are small and careful attention is given to the learning problems of each boy. Willingness and ability to help with games and supervision are essential. Accommodation available. This post is most suited to a young, single teacher.
Application in writing, with c.v. and names of two referees, should be made to the Warden, Sherborne School Study Centre, Greenhill House, Sherborne, Dorset DT9 3HX. (01183) 182424

LONDON W13
EALING COLLEGE UPPER SCHOOL
Independent Grammar School for Boys (Girls in 6th Form). 300 on roll
(1) Required for September 1983 or January 1984, experienced graduate to be Head of English. Scale 3 or 4 according to experience.
(2) Required for September 1983 a graduate to English to O level and some C.S.E. French. Suitable for first appointment. Scale 1.
Application with complete c.v. and names and addresses of 2 referees should be addressed to the Headmaster, 83 The Avenue, Ealing, W13 8JS. (10553) 182424

NORWICH
HETHERSETT OLD HALL SCHOOL
Hethersett, Norwich NR9 3DW
INDEPENDENT BOARDING AND DAY SCHOOL FOR 200 GIRLS
REQUIRED in September 1983, a well-qualified Graduate to be responsible for the teaching of English throughout the school, with particular emphasis on Senior Examination work. The ability to develop further courses, in Drama and Library work, an advantage.
Salary: Burnham according to qualifications and experience.
APPLY IN WRITING with full C.V. and names, addresses and telephone numbers of two referees, to the Headmistress, Mrs. V.M. Redington M.A., Dip.Ed.(Oxon) as soon as possible. (00827) 182424

Geography

Other Assistants

CLWYD
HOWELL'S SCHOOL
Denbigh, Clwyd LL16 3EN
An Independent Boarding School for Girls with 320 pupils aged from 11 - 18 years.
Required for September 1983 if possible, a specialist in Human Geography, able to cope with the subject at Advanced level. The post might be suitable for a recent graduate and could be full-time or substantial part-time. Burnham Scale 1 to start.
Applications in writing to the Headmaster, at the above address giving full C.V. and names and addresses of two referees. (05831) 182624

KENT
Geography teacher (part-time) required from September 1983 in this Independent Day School for Girls.
Please apply in writing with curriculum vitae and the names and addresses of two referees to the Headmistress, Stratford House School, 8/10 Southborough Road, Bickley, Bromley, Kent. (06788) 182624

LEEDS
LEEDS GRAMMAR SCHOOL
(HMC, Assisted Places, 1,100 boys)

Moorland Road, Leeds LS6 1AN

Required for September 1983, a graduate to teach GEOGRAPHY to A level standard. Some help with History would also be appreciated. This is a TEMPORARY post for one year, but the successful candidate may be considered for a permanent post from September 1984.

Written applications, as soon as possible, together with curriculum vitae, names, addresses and telephone numbers of two referees, to the Headmaster. SAE for further details. (06737) 182624

OXFORD
KINGHAM HILL SCHOOL
GEOGRAPHY
Required for September 1983. Graduate to teach Geography to 'A' level. Scale 1 or 2 depending on experience. Games qualification an additional recommendation. Commitment to boarding education essential. Accommodation provided.
Kingham Hill School is a Christian foundation, boys boarding school, ages 11 - 18, 240 on roll, many of these admitted through boarding need and financed by the Kingham Hill Trust or by other charities.
Details from, and applications to The Warden, Kingham Hill School, Kingham, Oxford OX7 6TH. Tel. (060 871) 218.
Re-advertisement: previous applicants need not apply. (06417) 182624

LONDON W6
THE GODOLPHIN AND LATYMER SCHOOL
Iffley Road, Hammersmith, London W6 0PG
Required for September 1983 a part-time teacher of Geography to teach to 'O' and 'A' Level. A particular interest in Human Geography would be preferred. This is a temporary one year appointment, due to staffing reorganisation and will involve a 4/5ths teaching load, with classes at all levels within the school.
Apply by letter to the Headmistress at the school with curriculum vitae and names and addresses of two referees. (01167) 182624

History

Other Assistants

BIRKENHEAD
BIRKENHEAD HIGH SCHOOL, G.P.D.S.T.
86 Devonshire Place, Birkenhead L43 1TY

Required for September - Good HONOURS GRADUATE to share the teaching of HISTORY throughout the school to University Scholarship standard.

Please apply direct to the Headmistress with details of qualifications and experience and names and addresses of two referees. (04660) 182824

CANTERBURY
ST EDMUND'S SCHOOL
(HMC, boarding and day boys, day girls)
Required in September, a bachelor to act as RESIDENT HOUSE TUTOR in one of the boarding houses, to coach GAMES (especially football and hockey), and to teach HISTORY and BRITISH CONSTITUTION to 'O' Level. Burnham Scale with residential emoluments.
Apply, with the names and addresses of three referees, to The Headmaster, St Edmund's School, Canterbury CT2 8HU. (05039) 184024

EDINBURGH
EDINBURGH MERCHANT COMPANY SCHOOLS

DANIEL STEWART'S AND MELVILLE COLLEGE

HISTORY TEACHER

required from the 24th August or as soon as possible thereafter to replace an Assistant Master who has been promoted to a Departmental Headship in another school. The successful applicant would be expected to teach History at all levels, from Middle School to Certificate work and Oxbridge presentation.

Applicants must be registered with the G.T.C. or eligible for registration with the G.T.C., i.e. they must have completed an approved course of teacher training. A willingness to be involved in the school's flourishing extra-curricula activities would be an advantage.

Salary according to the Scottish National Scale.

Please apply as soon as possible to; The Principal, Daniel Stewart's and Melville College, Queensferry Road, Edinburgh, EH4 3EZ, giving full details of qualifications, interests and experience, together with the names of two referees. (12668) 182824

LONDON
Part-time history post: Queen's Gate School for Girls requires in September a Graduate to share in the teaching to O and A level. Salary in accordance with half Burnham Scale with London Allowance.
Apply: Principal, 133 Queen's Gate, London SW7 5LE, with names and telephone numbers of two referees. (06739) 182824

MANCHESTER
MANCHESTER JEWISH GRAMMAR SCHOOL
Charlton Avenue, Prestwich M25 8PH
Required for Sept. 83 a Young, enthusiastic, good honours graduate for HISTORY to Advanced Level and ENGLISH LITERATURE to Ordinary Level, for this Boys' Grammar School. A willingness to assist in extra-curricular activities an added qualification. Applications welcome from teachers of all denominations, committed to traditional standards in education.
Apply with full C.V. and names, addresses and telephone numbers of two referees to the Headmaster. (05838) 182824

Home Economics

Other Assistants

CRAFT/NEEDLEWORK TEACHER required to teach boys and girls from 6 to 16 years of age in an independent day school in Edinburgh.

Please telephone the Secretary for details: 031-337 3410. (00818) 183024

Mathematics

Heads of Department

EASTBOURNE
ST. BEDE'S SCHOOL
Eastbourne
Required in September 1983. HEAD OF MATHEMATICS to teach up to C.E. and P.S.S. standards. Knowledge of computer work useful, but not essential. Burnham scale 2 salary.
Apply in writing to the Head master, giving details of qualifications and experience with names and addresses of two referees. (12684) 183418

Other Assistants

CHESHIRE
CRANSLEY SCHOOL
TEACHER OF MATHS
See main ad under Preparatory schools. (12811) 183424

EAST SUSSEX
ST. BEDE'S SCHOOL
The Dicker, Nr. Hailsham
We require for September 1983 a teacher of Mathematics to 'O' and/or 'A' level. An expanding co-educational school (entry at 13+), we are looking for someone who will enjoy the prospect of an active role in an outstandingly vital extra-curricular programme and who would wish to play a full part in a predominantly boarding school.
Please apply, in writing, with full c.v. and names, addresses and telephone numbers of two referees to the Headmaster. (12668) 183424

ESSEX
GOSFIELD SCHOOL
Halstead, Essex CO9 1PF
Boys Boarding School - 135 Boys
Required for September, 1983, Teacher for Maths to Middle and Senior School to 'O' level. Resident or Non resident, preferably with an interest with an interest in Computer Studies and/or Physics. Help with Sport and supervision duties an advantage.
Burnham Scale.
Apply with full Curriculum Vitae and the names of two referees to The Headmaster. (06740) 183424

HENLEY ON THAMES
SHIPLAKE COLLEGE
MATHEMATICIAN
A graduate mathematician is required for September 1983 or January 1984. The successful candidate will be expected to teach up to and including 'A' level (Pure and Applied) but applicants who wish to teach to 'O' level only will also be considered.
An ability to coach games (rugby, hockey, cricket, rowing) would be an advantage and a desire to be fully involved in boarding school life is essential. Further details from the headmaster. (06872) 183424

HERTFORDSHIRE
HABERDASHERS' ASKE'S SCHOOL
Elstree, Herts WD6 3AF
Tel: 01-207 4323
(HMC - 1300 boys - 300 in sixth)
Required for September, due to promotion, two well qualified graduates to teach MATHEMATICS AND FURTHER MATHEMATICS up to GCE 'A' and 'S' levels. The School has various computer systems and the possibility of teaching a Computer Science course also exists.
An interest in General Studies and/or games would be welcome. For one post swimming/water polo would be a help but is not essential.
Salary generously based on London Burnham. Scale 2 or 3 could be available. Removal expenses paid according to scheme. Government superannuation and free Life Insurance.
Apply to the Headmaster with full tabulated c.v. and names of referees. (00804) 183424

LANCASHIRE
KIRKHAM GRAMMAR SCHOOL
Mathematics (Scale 1)
Additional appointment to the mathematics department required for September 1983. Able to teach mathematics/computer studies. Extra curricular activities would be an advantage.
All applications by letter with C.V. and the names of two referees to the Headmaster, Kirkham Grammar School, Ribby Road, Kirkham, Nr Preston, Lancashire PR4 2BH. (12695) 183424

LONDON NW4
(MATHEMATICS SECTION)

Independent North London 5th and 6th Form College requires a lecturer/teacher in Mathematics, specialising in the 'A' Level syllabuses of both Pure and Applied, commencing August 1983. This is a full-time position with an attractive negotiable salary.

Apply in writing in the first instance to Hendry House, 413 Hendon Way, London NW4 3LJ. Tel: 01-202 0822. (05098) 183424

SUFFOLK
IPSWICH SCHOOL
(Independent H.M.C.)
Required for January 1984 or September 1983 if possible, a GRADUATE MATHEMATICIAN to teach SMP Maths at all levels in a lively and successful department of six. Help with major games, Rugby, Hockey and Cricket or Sailing a strong recommendation. Married or single accommodation is available and, if desired, a House Tutorship. Applications from those seeking a first appointment will be welcome.
Salary: Burnham plus Ipswich School Increment (£300 per annum), scale according to experience.
Applications with curriculum vitae and names of two referees should reach the Headmaster as soon as possible. (00814) 183424

Modern Languages

Heads of Department

BERKSHIRE
DOWNE HOUSE
Cold Ash, Newbury, Berkshire
Boarding and Day School for 360 girls
HEAD OF THE MODERN LANGUAGES DEPARTMENT required for September or January to lead a department of seven on the retirement of the present senior member of staff. French and German graduate preferred. Experience in 'A' Level teaching and University Entrance preparation essential.
The School is academically selective and has a strong tradition of successful Modern Language teaching. A programme of Sixth Form expansion will raise numbers from 80 to over 100 in the Sixth by September 1984.
Scale 3, Government Superannuation scheme. Pleasant staff accommodation available if required.
Further details from the Headmistress to whom application should be sent enclosing a full c.v., names addresses and telephone numbers of two referees. (04784) 183618

Other Assistants

BATH
ROYAL SCHOOL
Bath BA1 5SZ
Teacher of German required in September 1983 in Girls' boarding and day school of 400 pupils.
Apply in writing to the Headmistress with curriculum vitae and names and addresses of two referees. (10621) 183624

BERKSHIRE
DOWNE HOUSE
Cold Ash, Newbury, Berkshire
Boarding and Day School for 360 girls.
Part-time Spanish teacher required in September to teach Lower and Upper Sixth A Level course and also to coach for Oxford and Cambridge Entrance examinations. Proven success in preparation of pupils for A Level is essential.
Please apply, enclosing full c.v. and names, addresses and telephone numbers of three referees, to the Headmistress. Further details of the post may be obtained from the School Secretary. (06979) 183624

CHESHIRE
Teacher of Spanish required for September. Part-time (two days) Burnham Scale 1.
Application forms from the Principal, Cransley School, Belmont Hall, Great Budworth, Near Northwich CW9 6NQ. (12812) 183624

CHESHIRE
Teacher of German required for September. Part-time (two days) Burnham Scale 1.
Application forms from the Principal, Cransley School, Belmont Hall, Great Budworth, Near Northwich CW9 6NQ. (12813) 183624

LANCASHIRE
KIRKHAM GRAMMAR SCHOOL
FRENCH: SCALE 1
Required for September, 1983, qualified teacher of French to A-level; graduate or French national. Possibility of some German. Extra curricular activities would be welcome.
Letter with curriculum vitae and names of 2 referees to The Headmaster, Kirkham Grammar School, Ribby Road, Kirkham, Lancs. PR4 2BH as soon as possible. (05836) 183624

APPOINTMENTS IN SCOTLAND

LOTHIAN
REGIONAL COUNCIL

DEPARTMENT OF EDUCATION

TEACHING APPOINTMENT

RECTOR - TRINITY ACADEMY

RESPONSIBILITY ALLOWANCE £8,505

Applications are invited from persons holding a teaching qualification (secondary education) for the above post.

Trinity Academy is a six year comprehensive high school serving the western part of Leith. The school is served by five primary feeders with which there is close liaison.

The school is organised in two buildings close to each other - the annexe accommodates pupils in S1 and the main building at present houses years 2 to 6.

All pupils are offered a wide range of courses suitable to their individual needs.

Salary will be in accordance with the current Scottish Teachers' Salaries Memorandum.

Application forms may be obtained from the Divisional Education Office, Edinburgh Division, 40 Torphichen Street, Edinburgh EH3 8JJ. Closing date for applications is 10 June 1983. (12667) 170000

Tayside Regional Council

EDUCATION DEPARTMENT
PROMOTED POSTS

PRIMARY
(D) MID CRAIGIE PRIMARY SCHOOL, DUNDEE – ASSISTANT HEAD TEACHER (EARLY EDUCATION) (RA £1,434)
SECONDARY
(D) CRAIGIE HIGH SCHOOL, DUNDEE – PRINCIPAL TEACHER OF MUSIC (RA £2,157)

TEACHER POSTS
(A) CARNOUSTIE HIGH SCHOOL – TEACHER OF MATHEMATICS
(A) FORFAR ACADEMY – TEACHER OF MATHEMATICS; TEACHER OF ENGLISH
(A) MONTROSE ACADEMY – TEACHER OF PHYSICS
(A) INSTRUMENTAL TEACHER/INSTRUCTOR OF VIOLIN/VIOLA FOR PRIMARY/SECONDARY SCHOOLS IN ANGUS

Salary – £5,208–£9,693 or appropriate scale of Scottish Teachers Salaries Memorandum

Application forms and full details may be obtained, according to post annotation, from:
(A) Divisional Education Officer, County Buildings, Forfar DD8 3LF
(D) Divisional Education Officer, Floor 6, Nethergate Centre, 35 Yeaman Shore, Dundee DD1 4BL
The closing date for receipt of applications is Monday, 20th June, 1983.

SCOTTISH EXAMINATION BOARD

EXAMINATION OFFICERS
Art & Design (1 Post)
Business Studies & Economics (1 Post)
Home Economics (1 Post)

Applications are invited from teachers, not over 45 years of age, with appropriate qualifications and experience of presenting candidates for the Scottish Certificate of Education, for appointment as Examination Officers in the above subject areas. Examination Officers have responsibility for the organisation and development of the professional aspects of the SCE and CSYS examinations, including involvement in the Munn and Dunning and 16/18 programmes. Knowledge of assessment techniques will be as asset. Salary scale £11,868 – £12,183 – £12,496 – £12,813.

Forms of application and further details may be obtained from the Establishment Officer, Scottish Examination Board, Ironmills Road, Dalkeith, Midlothian EH22 1LE, with whom applications must be lodged by 24th June, 1983.

INDEPENDENT MODERN LANGUAGE
continued

LONDON
LATYMER UPPER SCHOOL
King Street, London W6 9LR (HMC, Direct Grant/Independent, 1000 boys)
Wanted for September a Graduate to teach French at all levels and German at least to O-Level. Salary London Burnham on scale appropriate to experience. Bachelor accommodation might be available during term-time.
Applications, together with full curriculum vitae and names of two referees to: The Headmaster, Latymer Upper School, King Street, London W6 9LR. (06075) 183624

LONDON
COLFE'S SCHOOL
Horn Park Lane, SE12 8AW
HMC 640 boys 11 - 18
A vacancy will occur in September 1983 for a well-qualified graduate to teach FRENCH throughout the school. The post will involve a substantial amount of 'A' Level work. Ideally, the person appointed should be competent to teach the new London 'A' Level Syllabus B (Language and Society) or willing to adapt to this syllabus, but candidates whose experience is limited to the traditional Syllabus A will be very seriously considered. Involvement in extra-curricular activities, including games coaching, will be welcome. A Scale 2 plus Inner London Allowance plus Colfe's Allowance could be available to a suitably qualified applicant but applications from new entrants to the profession will be welcome.
Details from and applications with the names of 2 referees to the Headmaster within 10 days. (06743) 183624

NORWICH
NORWICH HIGH SCHOOL FOR GIRLS GPDST
95 Newmarket Road, Norwich NR2 2HU
Required for September a well qualified graduate teacher of French to share the teaching of the subject throughout the school from 10 year olds to university entrance.
Applications by letter please (no forms) to the Headmistress enclosing c.v., s.a.e., and the names, addresses and telephone numbers of two referees. Closing date Friday, 17th June 1983. (10063) 183624

OXFORDSHIRE
ST. ANTONY SCHOOL
Independent RC. Boarding and Day School for 290 girls aged 8 - 18
Rye.
Required for September. Graduate to teach FRENCH with ENGLISH. Experience as teacher of EFL an advantage. Resident and RC. Scale 1 post.
Apply with CV and names [illegible] Headington, Oxford OX3 0BY. (06972) 183624

SUFFOLK
SCHOOL OF JESUS AND MARY
Woodbridge Road, Ipswich, Suffolk
Required for September 1983. Full time French Teacher to 'O' level. German an advantage. Experience preferred.
Write with CV to the Headmistress. (01168) 183624

SURREY
CHARTERHOUSE
FRENCH - graduate to teach French up to A. Level and University Scholarship, for January 1984 (or September 1984).
Applications with c.v., telephone number, and names, addresses and telephone numbers, of two referees, to: Headmaster, Charterhouse, Godalming, Surrey. (12760) 183624

Music
Heads of Department

NEWCASTLE UPON TYNE
ROYAL GRAMMAR SCHOOL
Eskdale Terrace, Newcastle upon Tyne NE2 4DX.
Tel: Newcastle 0632 815711
HMC Independent (Government AP Scheme)
Wanted for September 1983 or January 1984 HEAD of STRINGS to contribute to a thriving Music Department and to take special responsibility for the training of string players (individual and group), for one of the School orchestras, and for some GCE and other classwork. This new post will be of central importance to the School's music-making. Salary on Burnham Scale 3, but first-job candidates with appropriate expertise will be considered. A purpose-built Music School was built in 1978.
Further details of the vacancy are available from the Headmaster to whom applications with the names of two referees should be sent by mid-June. (10293) 183616

Other Assistants

HERTFORDSHIRE
QUEENSWOOD SCHOOL
Shepherds Way, Brookmans Park, Hatfield
(Boarding School for 350 girls 11 - 18 years)
Required for September, 1983:- (a) Full-time Violin and Piano teacher or part-time Violin teacher to join a thriving Music Department of 6 full-time and 9 part-time staff. The successful applicant will be responsible for the String coaching throughout the School and be required to assist in the running of the two orchestras in addition to organising Chamber Music with other staff in the Department. The post may be resident or non-resident (residential preferred). Accommodation is available for married or single applicants.
(b) Part-time teacher of singing to give individual lessons. Ability to coach foreign languages and to accompany one's pupils is required. One day a week initially. ISM rates and full travel expenses paid.
Applications to be sent to the Headmistress with full C.V. and telephone number, and names, addresses and telephone numbers of two referees, by June 20th. (10049) 183624

LONDON SW15
PUTNEY HIGH SCHOOL GPDST
35 Putney Hill, SW15 6BH
Independent School. 500 girls.
From September 1983 or January 1984 teacher of Flute and Piano for individual lessons, 1 day per week.
Apply by letter to the Headmistress with Curriculum Vitae and names of two referees. (00810) 183624

NOTTINGHAM
RODNEY SCHOOL
Kirklington, Newark, Nottinghamshire
For September, Music Teacher for individual lessons and classwork to 'O' level. Some boarding duties. Scale 1. Superann.
Apply with C.V. by 7th June. (10206) 183624

OXON
RADLEY COLLEGE
TRUMPET TEACHER required from September 1983. One day per week. Keyboard facility essential.
Details from Robert Gower, Radley College Abingdon, Oxon OX14 2HR. (12620) 183624

WARWICKSHIRE
WARWICK SCHOOL
(H.M.C.; Assisted Places; 1,000 boys)
[illegible] MUSICIAN [illegible] 11 - 13 years old) and some individual instrumental tuition for 3 days of the week. A willingness to participate generally in musical activities is expected. Organist preferred, but not essential. This appointment could be full-time for a suitable candidate. Salary is Burnham with Warwick School allowance.
Further details may be obtained from the Headmaster's Secretary.
Applications giving details of qualifications and experience together with the names and addresses of two referees should be sent to the Headmaster by 17th June. Warwick School, Warwick CV34 6PP (Tel: Warwick (0926) 492484). (00812) 183624

YORK
THE MOUNT SCHOOL
York YO2 4DD
(Boarding School: 280 girls, 11 - 18, one of the nine Quaker Schools in England)
Required for SEPTEMBER: Full-time teacher of MUSIC (Burnham Scale 1) to join three full-time and eight part-time staff in this busy Department. There are 2 Orchestras, a Wind Band and a Choir; as well as numerous Chamber Music groups - all giving regular concerts. We need an imaginative and committed MUSICIAN who is able to communicate enthusiasm in the classroom and to teach Piano to a high standard. An open-minded and adventurous approach is essential, as is an ability to innovate.
Application forms, obtainable from Headmistress's Secretary, should be returned with the names and addresses of two referees as soon as possible. (06655) 183624

Pastoral
Other Assistants

BERKSHIRE
DOWNE HOUSE
Cold Ash, Newbury, Berkshire.
Independent Boarding and Day School for 360 girls
A resident, assistant, non-teaching housemistress required for September 1983 to help in the running of a mixed-age House of 59 girls aged 12 - 17 years. Applicants with experience of boarding school life (preferred; a lively and energetic approach to life is essential. This full-time post offers excellent three bedroomed self-contained accommodation within the House and subsidized education for a daughter could be arranged.
Please apply with full details of experience to the Headmistress giving the names and addresses of telephone numbers of three referees. (10043) 184024

CHESHIRE
CHEADLE HULME SCHOOL
Claremont Road, Cheadle Hulme, Cheadle, Cheshire SK8 6EF
INDEPENDENT - CO-EDUCATIONAL
1040 Pupils (120 girl and boy boarders)
RESIDENT HOUSE-MOTHER from September 1983 for Co-educational Boarding House with particular care of Junior Boy Boarders (8 - 13). Only occasional weekend duties. Salary negotiable, depending on experience plus free board and lodging during term time. Superannuation Scheme available.
Applications (marked Personal) with brief career details and names of two referees to The Bursar, who will furnish full details on request. (06671) 184024

CUMBRIA
ST ANNE'S SCHOOL FOR GIRLS
Windermere
Required for September 1983, a HOUSEMISTRESS to take responsibility for the pastoral care and guidance of 40 11 year old boarding girls. To join a team of 6 Housemistresses; shared duties.
Most teaching subjects considered; wide interests and enthusiasm required. Previous experience preferred but not essential.
Salary Burnham. Accommodation provided.
For further details, please WRITE to the Headmaster, enclosing a CV and the names and addresses of 3 referees. (03832) 184024

HERTFORDSHIRE
Resident HOUSEMISTRESS/MATRON required immediately for small Independent Girls Boarding School. Accommodation available throughout the year. Please telephone Hemel Hempstead 40333 for further details, or write to the Headmistress, Abbot's Hill, Bunkers Lane, Hemel Hempstead, Herts. HP3 8RP. (10251) 184024

Physical Education
Heads of Department

DEVON
EDGEHILL COLLEGE
Bideford, Devon
Required in September 1983, a Head of the Physical Education Department. A special interest in Netball, Cross Country, Gymnastics, Athletics [illegible]
This is a scale 2 post and applications should be made in writing to the Headmistress giving the names of two referees. (06815) 184218

Other Assistants

BERKSHIRE
MAIDENHEAD COLLEGE
1 College Avenue, Maidenhead, Berkshire
Tel: 0628 28898
For September 1983, a fully-qualified teacher of Physical Education is required for this Roman Catholic Girls' School. The school has its own indoor swimming pool. Our other sports include netball, hockey and tennis. Burnham Scale 1. Government Superannuation.
Please apply to The Headmistress, enclosing c.v. and the names of two referees. Closing date for applications 13th June 1983. (01159) 184224

ESSEX
LOUGHTON SCHOOL
Essex
Independent Day School
Required in September, qualified teacher for P.E. and games to boys 11 - 16. Must be able to teach Geography or General Science to Juniors. Govt. superannuation. Salary Burnham plus London Allowance.
Applications to: Headmaster, Loughton School, 78 High Road, Loughton, Essex. (01151) 184224

KENT
BROMLEY
HOLY TRINITY CONVENT SCHOOL FOR GIRLS
(R.C. 800 pupils)
81, Plaistow Lane, Bromley BR1 3LL.
Tel: 01-460 1712
Required for Sept. teacher of P.E. with special interest in netball and gymnastics and qualified to teach trampolining.
Application with c.v. to Headmistress. (03853) 184224

NORTH WALES
PENRHOS COLLEGE
Colwyn Bay, North Wales
Independent, 300 girls, boarding and day
ASSISTANT P.E. TEACHER required September, 1983, for strong department. Energy and enthusiasm required. Burnham 1. Preferably resident.
Letter of application, curriculum vitae and names of three referees to the Headmaster. (01171) 184224

CANTERBURY
ST EDMUND'S SCHOOL
(HMC, boarding and day boys, day girls)
Required in September, a bachelor to act as RESIDENT HOUSE TUTOR in one of the boarding houses, to coach GAMES (especially football and hockey), and to teach HISTORY and BRITISH CONSTITUTION to 'O' Level. Burnham Scale with residential emoluments.
Apply, with the names and addresses of three referees, to The Headmaster, St Edmund's School, Canterbury CT2 8HU. (05032)

SOUTHAMPTON
THE ATHERLEY SCHOOL FOR GIRLS
Hill Lane, Southampton.
(The C.S.Co. Ltd.)
Full time P.E. mistress required for September 1983 to teach throughout the school, ages 5+ to 18+. A special interest in lacrosse an advantage.
Please apply to the Headmistress, with c.v. and names and addresses of two referees. (00806) 184224

SURREY
ST. TERESA'S CONVENT SCHOOL
Effingham Hill, Dorking
Independent Day and Boarding, 360 girls 11 - 18 years
Required for TWO TERMS from SEPTEMBER 1983 full-time assistant teacher in Physical Education Dept. (present holder of post on maternity leave). Excellent sports facilities, and plenty of scope for extra-curricular activity. Scale 1 post for suitably qualified and experienced applicant; Government Superannuation. London Fringe Allowance.
Apply to the Headmistress with curriculum vitae and names and addresses of two referees. (05090) 184224

WARWICKSHIRE
THE KING'S HIGH SCHOOL FOR GIRLS
Warwick
(Independent, 550 girls)
Required for September 1983, teacher of Physical Education. Salary Burnham Scale 1 post.
Applications (no forms) with curriculum vitae and names and addresses of two referees to the Headmistress. (04674) 184224

Religious Education
Other Assistants

HERTFORDSHIRE
THE HABERDASHERS' ASKE'S SCHOOL
Elstree, Herts WD6 3AF
(HMC - 1300 boys - 300 in sixth)
A suitably-qualified teacher of RELIGIOUS EDUCATION (part-time) is required for September 1983. Duties will include GCE 'O' level and possibly some 'A' level teaching. Interest in and experience of teaching World Religions would be an advantage.
[illegible]
Apply with full tabulated c.v. and names of referees to the Headmaster. (12612) 184424

LONDON
SYDENHAM HIGH SCHOOL G.P.D.S.T.
19 Westwood Hill, Sydenham, SE26 6BL
Required for September, 1983, Assistant teacher to take charge of Religious Education and to teach to 'O' and 'A' level of the General Certificate. Burnham Scale according to experience and qualifications, plus Inner London Allowance.
Please apply by letter, enclosing a curriculum vitae and names and addresses of two referees to The Headmistress. (06823) 184424

LONDON
FOREST SCHOOL
(3 Schools on campus: Boys (HMC) 430: Preparatory (IAPS) 350: Girls (11 - 18) 270)
CHAPLAIN (Ordained) required in September or January. Teaching and responsibilities range over three schools. Outer London Burnham Salary Scale 3. Subsidised accommodation possible. Children educated at 1/3 tuition fees. Edge of Epping Forest. Previous Chaplain (who taught Chemistry) appointed to IAPS Headmastership.
Apply immediately to Warden from whom further details may be obtained. (05095) 184424

SURREY
GUILDFORD HIGH SCHOOL
(Church Schools Co. Ltd),
London Road, Guildford, Surrey.
Required for September well qualified, part-time RELIGIOUS EDUCATION teacher to teach throughout the Senior School (11 - 18 years), including a share in public examination work for a suitable candidate. This is an independent school with 525 girls on roll and is a Church of England foundation.
Please apply by letter to the Headmistress, enclosing curriculum vitae and the names of two referees. (10052) 184424

Science
Heads of Department

SURREY
ROYAL NAVAL SCHOOL
Haslemere GU27 1HQ
(300 girls)
Required in September, 1983 an experienced graduate to take charge of PHYSICS teaching throughout the School to 'O' 'A' & 'S' Level (London Board).
Flourishing and well equipped Science Department with good numbers of University entrants annually. Non Resident post. Burnham Scale 3.
Applications with full curriculum vitae and names and addresses of two referees to the Headmistress by 2nd April. (06875) 184818

Other Assistants

BRIGHTON
ST. MARY'S HALL
Brighton
CHURCH OF ENGLAND PUBLIC SCHOOL FOR GIRLS
(approx. 370)
Required for September, 1983, qualified graduate to share in the teaching of Physics up to 'A' level and Biology to 'O' level. Part-time post, about 25 periods.
Apply in writing with curriculum vitae and names and addresses of two referees to the Headmistress, St. Mary's Hall, Eastern Road, Brighton, Sussex BN2 5JF. (10004) 184824

CHESHIRE
S. HILARY'S SCHOOL
Alderley Edge SK9 7RE
Graduate required for September to teach Chemistry full-time up to A. level and University Entrance with some Lower School General Science.
Also required for September a part-time teacher of Physical Education who will also take some Lower School Geography and History. This appointment is temporary for 1 year due to maternity leave.
Apply in writing to the Headmaster giving your curriculum vitae and the names and addresses of two referees. (01048) 184824

CHESHIRE
S. HILARY'S SCHOOL
Alderley Edge SK9 7RE
Graduate required for September to teach Chemistry full time up to A. level and University Entrance with some Lower School General Science.
Apply in writing to the Headmaster with curriculum vitae and the names and addresses of two referees, or write to the Headmaster's Secretary for further details. (01025) 184824

DORSET
SHERBORNE SCHOOL STUDY CENTRE
GREENHILL HOUSE
ASSISTANT TEACHER OF SCIENCE
A vacancy exists for an Assistant Teacher of Science (Physics and Chemistry) to GCE 'O' Level.
Greenhill House is a small boarding school attached to Sherborne School where boys from overseas are prepared for admission to the English Independent School system through the Common Entrance and GCE 'O' Level Examinations. Classes are small and careful attention is given to the learning problems of each boy. Willingness and ability to help with games and supervision are essential. Accommodation [illegible] The post is most suited to a young, single teacher.
Application in writing, with c.v. and names of two referees, should be made to the Warden, Sherborne School Study Centre, Greenhill House, Sherborne, Dorset DT9 3HX. (01154) 184824

EAST SUSSEX
BATTLE ABBEY SCHOOL
(G.S.A. 120 girls 9 - 18)
Graduate Physicist required from September 1983 to teach 'O' level Physics and Junior Physics and Chemistry. This post could include a gradual takeover of the 'A' level Physics and is therefore particularly suitable for a newly qualified teacher. The post can be resident or non-resident.
Please send a foolscap s.a.e. to the Secretary to Headmaster for further details and application form. (00811) 184824

ESSEX
Qualified teacher required for well established co-educational day school to take Physics and Biology to 'O' Level. Scale 1 Post, Burnham Salary, London Weighting Allowance.
Applications to Headmaster, Raphael School, 33 Junction Road, Romford, Essex. (05123) 184824

HULL
HYMERS COLLEGE
H.M.C. 800 boys
Required for September: CHEMISTRY Graduate capable of teaching at all levels, to share in the work of a large department. Ability to help with games (rugby and cricket) an asset. Burnham Scale I/II according to qualifications and experience.
Write to, or telephone the Headmaster giving the usual details and names of two referees. (05835) 184824

LANCASHIRE
STONYHURST COLLEGE
Lancashire
There will be a vacancy in September 1983 for a graduate to teach Physics throughout the school to A-level.
A willingness to participate in extra-curricular activities will be an important advantage.
The post will be for one year only but could become permanent.
Accommodation is likely to be available.
Applications with curriculum vitae and the names and addresses of two referees should be made to the Headmaster, Stonyhurst College, Nr. Blackburn, Lancs BB6 9PZ. (12722) 184824

LONDON NW3
SOUTH HAMPSTEAD HIGH SCHOOL (GPDST)
3 Maresfield Gardens.
WANTED for September 1983, graduate to teach Physics throughout the school to Advanced and University Entrance level.
Apply in writing to Headmistress with names of two referees. (06877) 184824

LONDON SE22
JAMES ALLEN'S GIRLS' SCHOOL
East Dulwich Grove, London SE22 8TE
Required for September 1983 - a graduate to share in the teaching of Physics throughout the Senior School to Advanced and Scholarship levels. This is a full-time appointment in a strong Science Department. Teaching experience is most desirable but not essential. Salary - James Allen's Girls' School Salary Scale (Burnham Plus) with Inner London Addition and Government Superannuation Scheme.
Apply with copies of testimonials and the names and addresses of two referees to the Head Mistress at the school. (10619) 184824

NEWCASTLE UPON TYNE
ROYAL GRAMMAR SCHOOL
Eskdale Terrace, Newcastle upon Tyne NE2 4DX
(Tel: Newcastle 0632-815711)
Wanted for September 1983 (or January 1984) graduate to teach CHEMISTRY to A-level and beyond. Burnham Scale 1 but suitable for a candidate's first post. Three new laboratories under construction.
Applications with the names of two referees immediately to the Headmaster from whom further details of the post are available. (06975) 184824

NORTH YORKSHIRE
AMPLEFORTH COLLEGE
A good honours graduate is required as an Assistant Teacher in CHEMISTRY up to University scholarship level for September 1983 or January 1984. (Application for a temporary position for the September 1983 term will also be considered).
Apply with full curriculum vitae, and names of two referees and the date at which the applicant will be available to: The Headmaster, Ampleforth College, York YO6 4ER. (06394) 184824

NORTH YORKSHIRE
AMPLEFORTH COLLEGE
A good honours graduate is required as an Assistant Teacher in CHEMISTRY up to University scholarship level for September 1983 or January 1984. (Application for a temporary position for the September 1983 term will also be considered).
Apply with full curriculum vitae, and names of two referees and the date at which the applicant will be available to: The Headmaster, Ampleforth College, York YO6 4ER. (06394) 184824

WILTSHIRE
MARLBOROUGH COLLEGE
(750 boys aged 13 - 18; 100 girls aged 16 - 18)
Graduate to teach Physics to Oxbridge entry level needed for September 1983 or January 1984. Preferred age 25 - 35. Contributions to extra-curricular activities will be valued. Accommodation available. Salary above Burnham.
Applications (with curriculum vitae and names, addresses and preferably telephone numbers of two referees) and enquiries to The Master, Marlborough College, Wiltshire SN8 1PA. (06871) 184824

Technical Studies
Other Assistants

SUFFOLK
WANTED SEP: '83. Residential. Teacher of 3D.design, Woodwork Metalwork and Jewellery. Adaptability essential. Swimmer. Also some knowledge of A.S.Neills methods. Please no families.
Apply by letter to Ena Neill, Summerhill School, Leiston, Suffolk IP16 4HY. (00809) 185424

Other than by Subject Classification
Other Assistants

BRISTOL
Required for September, 1983, GENERAL SUBJECT teacher for Lower School (11 - 13), to include geography, some history and possibly some maths. Small classes. A resident housemistress's post will be available and preference will be given to a candidate wishing to combine the two posts.
Please apply in writing to the Headmistress with C.V. and names and addresses of 2 referees. The Collegiate School, Winterbourne, Bristol BS17 1RL. (10050) 185624

CROYDON
CAMBRIDGE TUTORS
Water Tower Hill, Croydon CR0 5SX
Tel: 01-688 5284
Required September 1983, part-time, suitably qualified teachers of GEOLOGY (A and O level), Business Studies (A O level), Mathematics (O level).
Further details and application forms available from Principal. (05017) 185624

INDEPENDENT EDUCATION
continued

DORSET
HURN COURT SCHOOL
Christchurch, Dorset BH23 6AB
Vacancies arise in September 1983 and/or January 1984 for General Subject Teachers up to CSE and GCE 'O' level standard. Specialised knowledge of P.E., Art, English a definite advantage. Possibility of resident accommodation. Salary - Burnham.
Apply in writing, with c.v. to Headmaster. (06082) 185624

EXETER
ST. WILFRID'S SCHOOL
(Small Indep.)
St. David's Hill, Exeter.
(0392 55047)
Required for Sept: Two graduate full time teachers to cover any two of the following subjects to C.S.E. and 'O' level.
(1) Maths (2) Art (3) French (4) Religious Studies. Ability to help with games & P.E. (girls or boys) an advantage.
C.V. and Referees to: Rev. V. Gillett M.Sc (Headmaster). (00808) 185624

GLOUCESTERSHIRE
AVICENNA COLLEGE
Computer Studies - a qualified and experienced teacher required for secondary boarding pupils in September 1983. Ability to teach elementary Maths/Science an advantage. Board and lodging available.
Apply with C.V., photograph and two referees to: The Headmaster, Avicenna College, Toddington, Glos. GL54 4DN. (12722) 185624

HERTFORDSHIRE
QUEENSWOOD SCHOOL
Shepherd's Way, Brookmans Park, Hatfield
(Boarding School for 350 girls 11 - 18 years)
Required for September, 1983, teacher of Singing. There is at present 4/10 of a day's teaching but room for expansion of the timetable. Girls are regularly given the opportunity to perform in Concerts and Chapel Services inside and outside the school. The person appointed must have knowledge of language pronunciation for more advanced songs by foreign composers and be able to accompany pupils during their lessons. Salary in accordance with ISM; travel expenses fully reimbursed.
Applications to be sent to the Headmistress giving full C.V. and telephone number, and names, addresses and telephone numbers of two referees. (06677) 185624

HERTFORDSHIRE
QUEENSWOOD SCHOOL
Shepherd's Way, Brookmans Park, Hatfield
(350 girl boarders)
Required for September 1983, Junior teacher qualified to teach Religious Studies, Latin (Cambridge Latin Course) and English. This is a residential post and would suit an enthusiastic recently qualified teacher. Interest in the Duke of Edinburgh Award scheme a recommendation.
Applications, with full CV and telephone number, with names and addresses of two referees, to be sent as soon as possible to the Headmistress. (10048) 185624

LIVERPOOL
ST. EDWARD'S COLLEGE
North Drive, Sandfield Park, Liverpool L12 1LF
(R.C. Independent School for boys)
Required September young graduate teacher of Physical Education and Biology. Qualified to take swimming and outdoor education; junior biology with a possibility of 'O' level work. Scale 1 post.
Apply in writing to Headmaster giving names of two referees. (10044) 185624

LONDON
Required a.s.a.p. part time Teacher for Infants and Juniors in the Hackney area for afternoons only, some classes start at 4.30 p.m. Tel: Headmaster on 802 8233 in Independent School Dept. (38287) 185624

LONDON
Required for September 1983 - teachers for the following subjects up to 'O' Level: English, Mathematics, History, Geography, Government Politics and Aerobics.
Please apply in writing (C.V. plus references) Mrs. G. Sinter, Yesodey Hatorah School, 153 Stamford Hill, London N16. (06252) 185624

LONDON
SYDENHAM HIGH SCHOOL
19 Westwood Hill, London SE26 6BL
Girls' Public Day School Trust
Required for September 1983 Assistant Teacher to share in the teaching of ENGLISH to Advanced level G.C.E. and of GEOGRAPHY to middle school level.
Burnham Scale 1 + Inner London Allowance.
Please apply by letter, enclosing a curriculum vitae and names and addresses of two referees to The Headmistress. (01140) 185624

SHREWSBURY
SHREWSBURY HIGH SCHOOL
Girls' Public Day School Trust
32 Town Walls, Shrewsbury, Shropshire SY1 1TN
Required for September 1983 a well qualified graduate to teach Religious Studies and Sociology. This post could be temporary for a year or permanent for a suitable applicant. Burnham Scale and Government Superannuation.
Please apply to the Headmistress as soon as possible giving curriculum vitae and names and addresses of two referees. (06837) 185624

SURREY
HURTWOOD HOUSE
Two major appointments for September 1983 (or possibly January 1983)
1. O and A English Language and Literature teacher.
Full responsibility for all GCE English teaching in the school.
2. Business Studies teacher preferably combining Accountancy and Economics or commerce to O and A Level.
Hurtwood House is a successful boarding school preparing 150 English and Overseas students aged 15 - 19 for GCE O or A Levels. We are looking for two young, single or married teachers to live in and commit themselves fully to the residential life of the school.
These demanding but rewarding positions carry excellent career prospects.
C.V. The Headmaster, Hurtwood House, Holmbury St. Mary, Dorking, Surrey RH5 6NU. (07379) 185624

SUSSEX
Qualified Teacher required September for Middle School subjects. Assistance with rugger and outward bound activities an advantage. Burnham Scale and Government Superannuation.
Apply with c.v. to Headmaster, Newlands Preparatory School, Seaford, Sussex. (05354) 185624

WILTSHIRE
ASHWICKE HALL
Wiltshire - Near Bath
Applications are invited from qualified and experienced teachers for this newly opened International Boarding School, which is part of the International Schools of Choueifat, taking pupils from 8 to 18.
SUMMER SCHOOL
July 17th to September 2nd 1983 Teachers: English and Mathematics 11 to 16 years.
September 1983
English, Mathematics, Chemistry, Physics, Social Studies, Music, Art and Physical Education.
MIDDLE SCHOOL PLUS O AND A LEVEL
The salary scale will be Burnham plus.
Applications with full curriculum vitae, photographs and references to Mrs Webb, 85 Westmoreland Terrace, London SW1. (12699) 185624

Preparatory Schools
Headships

OXFORDSHIRE
ST HUGH'S SCHOOL
Faringdon SN7 8PT
The governors of this co-educational I.A.P.S. school (See PSYB) invite applications for the Headship from suitably qualified people, preferably with experience of responsibility in a preparatory school.
Preliminary information may be obtained from the Acting Headmaster.
Applications with curriculum vitae should be received by the Secretary to the Governors c/o The School, by 16th June. It is hoped that the person appointed will be able to start in January 1984. (00820) 200010

By Subject Classification
English
Heads of Department

HAMPSHIRE
HEAD OF ENGLISH
Required September in coeducational IAPS school 150 pupils.
For further details, apply Headmaster, Highfield School, Liphook, Hants. (0428 - 722228). (06664) 202418

Other Assistants

BUCKINGHAMSHIRE
BECKET'S SCHOOL
Little Hampden Manor, Great Missenden
IAPS Day School
Day Preparatory School with boys of above average ability required for September a teacher of English and History to Common Entrance level. Coaching of soccer and cricket essential. Opportunity for senior post for person of high calibre. Re-advertisement; previous applicants need not apply. Burnham Scale. Government superannuation.
Please write or telephone on weekdays only 0296-62910 for application form. (06583) 202424

OXFORD
COTHILL HOUSE
(IAPS)
Experienced teacher required for September 1983 to teach English and Geography. Games Essential, plus a willingness to play a full part in boys boarding school life. Bachelor accommodation available.
Apply in writing with curriculum vitae to the Headmaster, Cothill House School, Nr. Abingdon, Oxon OX13 6JL together with the names and addresses of two referees. (06049) 202424

STAFFORDSHIRE
LICHFIELD CATHEDRAL SCHOOL
See other than by Subject Classification. (01078) 202424

WOLVERHAMPTON
Required for September 1983 - a form-teacher for class of 9 - 10 year olds at this day preparatory school. The ability to do specialist teaching in English to Common Entrance Examination standard is essential.
Please apply, giving full details of education, training, examination results, and names of two referees to Miss O. M. Harvey, Newbridge Preparatory School, 51 Newbridge Crescent, Wolverhampton WV6 0LH. (04667) 202424

Geography
Other Assistants

OXFORD
COTHILL HOUSE
(IAPS)
Experienced teacher required for September 1983 to teach English and Geography. Games Essential, plus a willingness to play a full part in boys boarding school life. Bachelor accommodation available.
Apply in writing with curriculum vitae to the Headmaster, Cothill House School, Nr. Abingdon, Oxon OX13 6JL together with the names and addresses of two referees. (06049) 202424

STAFFORDSHIRE
LICHFIELD CATHEDRAL SCHOOL
See 'Other than by Subject' classification. (01079) 202624

History
Other Assistants

LAKE DISTRICT
Co-ed prep school of 100 children has a vacancy in Sept. for a resident bachelor to be responsible for HISTORY teaching in the school and to coach football and cricket. This is a responsible and interesting post involving housemastership and scope for a wide variety of interests and activities, in return for which a good salary is offered.
Applications, including C.V. & names of two recent referees to the Headmaster, Harecroft Hall, Gosforth, Cumbria. (05248) 202824

Mathematics
Other Assistants

CHESHIRE
Required for September teacher of Mathematics in the Junior Department, Common Entrance and Scholarship standard.
Application forms from the Principal, Cransley School, Belmont Hall, Great Budworth, Near Northwick CW9 6NQ. (12810) 203424

READING
THE ABBEY SCHOOL
Reading
Direct Grant/Independent
GRADUATE
to teach
MATHEMATICS
throughout the school to University entrance standard. A Scale 2 post is available for a suitably qualified and experienced candidate.
Please apply to the Headmistress. (10175) 203424

SURREY
HAZELWOOD SCHOOL
Limpsfield, Oxted, Surrey RH8 0QU
(IAPS Day and Boarding - 250 pupils aged 4 - 13)
A well-qualified, enthusiastic Mathematics teacher is required in September 1983 to take the senior forms up to C.E.E. and P.S.S. level. Ability to coach games an advantage and willingness to help with extra-curricular activities essential.
Accommodation available for single person.
Salary Burnham Scale 1 or 2 according to experience, plus Surrey allowance.
Apply with c.v. and names and telephone numbers of two referees to the Headmaster. (06738) 203424

Modern Languages
Other Assistants

BERKSHIRE
LONG CLOSE SCHOOL
(I.A.P.S. Boy's Day Prep.)
Upton Court Road, Slough, Berks.
Required for September. Teacher for French at middle school level, plus some scripture and games.
Apply Headmaster in writing, with references. (06047) 203624

ESSEX
On recherche: professeur enthousiaste, dynamique, accompli. Must be qualified graduate with an appetite for academic success, energy for games/sport and a sense of humour. Highly active school of 180 boys 8 - 13 plus expanding pre-prep. Burnham Scale plus; government superannuation.
Please apply, naming referees to the Headmasters, Holmwood House, Lexden, Colchester, Essex. (06787) 203624

SUFFOLK
MORETON HALL SCHOOL
Required for September, young, enthusiastic teacher to take French throughout the school to C.E. and P.S.S. level. The successful candidate will play a full part in boarding school life, and, preferably, be able to assist in games coaching. He will be taking over a department which has enjoyed remarkable success over many years. This could well be a first appointment for a dedicated teacher looking for eventual career development. Moreton Hall is a largely R.C. school with day and boarding boys and day girls. There is a thriving pre-prep department. Both single and married accommodation is available.
Apply with full C.V. and the names and telephone numbers of two referees to the Headmaster. (06656) 203624

SUSSEX
Graduate required September to teach French to P.S.S. and C.E. Assistance with rugger coaching and outward bound activities an advantage. Burnham Scale and Government Superannuation.
Apply with c.v. to Headmaster, Newlands Preparatory School, Seaford, Sussex. (05353) 203624

Music
Other Assistants

LONDON
ROSEMEAD PREPARATORY SCHOOL
70 Thurlow Park Road, London SE21
Required for September. Qualified Teacher to teach Music and Movement, Class Singing and Percussion to Infants and Juniors and some Craft work. Small classes.
Please telephone 670/5865 for further details. (12763) 203624

Science
Other Assistants

READING
THE ABBEY SCHOOL
Reading
Direct Grant/Independent
GRADUATE
To teach
PHYSICS
throughout the school to University entrance standard. A Scale 2 post is available for a suitably qualified and experienced candidate.
Please apply to the Headmistress with full curriculum vitae. (10176) 204824

Other than by Subject Classification
Heads of Department

STAFFORDSHIRE
LICHFIELD CATHEDRAL SCHOOL
The Palace, Lichfield, Staffordshire WS13 7LH
I.A.P.S. co-educational, day and boarding, 150 pupils. Choir School for Lichfield Cathedral.
Required for September 1983, two qualified teachers.
(i) Head of English plus help with Drama.
(ii) Head of Geography plus Junior History.
Main subjects to C.E. and P.S.S. level.
Responsibility for boys' Games will be coupled with one of the above posts but a willingness to assist with boys or girls. Games is essential.
In both cases ability to teach one or two other subjects, especially French, at a more junior level would be an advantage.
Single accommodation available.
Full details from the Head Master to whom applications with full curriculum vitae and details of two referees should be directed.
Tel: Lichfield 23326. (01080) 205618

Other Assistants

ABU DHABI
REQUIRED FOR SEPTEMBER 1983.
A FULLY QUALIFIED AND EXPERIENCED PRIMARY SCHOOL TEACHER who has the qualifications, relevant experience and ability to take responsibility for the development of Computer Education throughout the school. The applicant should have an interest in pursuing links with other subjects and in dealing with pupils of mixed ability in the 7yrs. - 11yrs age range.
The person will be required to play an active part in the life of the school outside the classroom assisting with extra-curricular activities.
Committed and professional teachers should apply in their own handwriting with a full c.v., including photograph to: Miss M. Roach, Al Khubairat Junior School, P.O. Box 4001, ABU DHABI, U.A.E. (04567) 205624

BERKSHIRE
WHITE HOUSE PREPARATORY SCHOOL
Finchampstead Road, Wokingham, Berkshire RG11 3HD
I.A.P.S. 110 children aged 3 - 11
Christian Foundation
Required in September Class Teacher for 6 - 7 year olds.
Application with Curriculum Vitae and names and addresses of two referees to The Headmistress. (01157) 205624

DORSET
Required for September for a one year appointment. Teacher to take the place of a member of staff on a year's leave of absence, to teach preparatory school senior and middle school english. Ability to coach athletics and rugby football to a high standard important. Accommodation available. Burnham Scale 1. Government superannuation.
Please write with names, addresses and telephone numbers of referees and curriculum vitae to: The Headmaster. The Preparatory School, Sherborne, Dorset DT9 3NY. (10002) 205624

LONDON N.W.3
LYNDHURST HOUSE SCHOOL
Hampstead
(I.A.P.S. 140 boys)
Qualified teacher required for September to be in charge of seven year old form. This is a day school in a quiet area of Hampstead. There is no Saturday school. Burnham Scale with Inner London Allowance, Government Superannuation Scheme.
Apply in writing, with Curriculum Vitae and the names of two referees to The Headmaster, Lyndhurst House School, 24 Lyndhurst Gardens, London N.W.3. (06814) 205624

LONDON NW8
ARNOLD HOUSE SCHOOL
3 Loudoun Road, St. John's Wood NW8 0LH
I.A.P.S. School, with 220 boys
Requires for September 1983 a young, qualified person to teach general subjects in middle forms, including some Latin plus help with the games. Would suit a determined, hard working and enthusiastic person. Salary based on Burnham and Government Superannuation.
Apply, with names of three referees, to the Headmaster. (01198) 205624

LONDON
YESODEY HATORAH SCHOOL
153 Stamford Hill, London N16
Suitably qualified and experienced teachers required for Infant and Junior classes. An interest in music would be an advantage to an infant teacher.
Please send C.V., names and addresses of two referees and a daytime phone number to the Headmistress. (06582) 205624

LONDON
ROSEMEAD PREPARATORY SCHOOL
70, Thurlow Park Road, London SE21
Required for September. Qualified Class Teacher for our Junior Department (4-7 years).
Please telephone 670/5865 for further details. (12762) 205624

LONDON
Qualified and experienced Assistant Mistress to teach class of 5-6 year olds.
Please apply in writing, enclosing curriculum vitae and the names of two referees to: The Headmistress, The Hampshire School, 63 Ennismore Gardens, London SW7 1NH. (06741) 205624

READING
THE ABBEY SCHOOL
Reading
JUNIOR DEPARTMENT
Required in September 1983, a qualified member of staff to take charge of a form of 8 to 9 year olds. Burnham Scale.
Applications should be sent immediately to the Headmistress. (10177) 205624

SHREWSBURY
PRESTFELDE
Woodard School - Midland Division
Teacher of general subjects to 9 year-old forms required from September, principally English and Mathematics. Appointment in first instance will be for one or two years. Some experience and willingness to help with out-of-school activities desirable; good references and qualifications essential. Resident or non-resident. Prestfelde scale.
Write with C.V., copies of testimonials, and names, addresses and telephone numbers of at least two referees to: Headmaster, Prestfelde, Shrewsbury SY2 6NZ. Tel: 56500. (10210) 205624

SUFFOLK
ST. GEORGE'S SCHOOL
Southwold, Suffolk
(Preparatory for St. Felix)
(75 girls 7 - 11)
Required for September young Teacher of general class subjects to 7/8 year olds. Non-resident preferred.
Apply with c.v. and names of two referees to The Headmistress, St. George's School, Southwold. (01065) 205624

SUFFOLK
THE OLD SCHOOL HENSTEAD
co-educational day school, 95 pupils, 4½ to 13.
Required for September 1983, qualified teacher for small class of 6 to 7 year olds or teacher of remedial subjects with (preferably) science and/or swimming. The second alternative could be part time. Salary by negotiation. Not resident.
Apply by letter with names of referees to the Headmaster, The Old School, Henstead, Nr. Beccles, Suffolk NR34 7LG. (01172) 205624

SURREY
ST. GEORGE'S COLLEGE (JUNIOR SCHOOL)
Weybridge
(Boys, R.C. I.A.P.S. Independent)
TEACHER REQUIRED for September 1983 to teach R.E., general subjects and ability to take games (Rugby and/or Hockey and Cricket) to boys aged 7 to 10. Burnham Scale and Government Superannuation.
Apply in writing with C.V., naming two referees, to the Headmaster, Woburn Hill School, St. George's College, Weybridge. (06118) 205624

SURREY
DUKE OF KENT SCHOOL
Ewhurst, Cranleigh, Surrey GU6 7NS
Tel. (Ewhurst) 048 633 313
Required for September 1983 for one year, a fully qualified teacher to teach English and French to Common Entrance Level. Ability and willingness to take part in the full life of this I.A.P.S. boarding school is essential. Accommodation provided, salary Burnham Scale 1, plus London Area Fringe Allowance and Government superannuation.
Applications, together with C.V. and names, addresses and telephone numbers of two referees to the Headmaster, Duke of Kent School, Ewhurst, Cranleigh, Surrey GU6 7NS. Further details on request. (12627) 205624

YORK
YORK MINSTER SONG SCHOOL
Required for September, 1983 or January 1984 a young master to teach Mathematics and Science to C.E. and P.S.S. levels, at this day preparatory school of 60 boys aged 7+ - 13+. (25 of whom are Choristers of York Minster). A games player will be particularly welcome. There is no Saturday school. Salary according to Burnham Scale I. Government Superannuation Scheme.
Apply to the Head Master (who is a member of the I.A.P.S. and Choir Schools' Association) in WRITING giving the name of two referees. (See P.S.Y.B. page 630 for further details). (10045) 205624

LINDISFARNE COLLEGE

Applications are invited from suitably qualified graduates for the following posts:

1. TEMPORARY TEACHER OF PHYSICS

To 'A' level for September, 1983.

2. HEAD OF PHYSICS

For January, 1984 or September, 1984.

Both posts are resident in a boys' Boarding House. Salary based on Burnham.

Letters of application with full CV and names and addresses of two referees to:
The Headmaster
Lindisfarne College
Ruabon, Wrexham, Clwyd LL14 6LD

Gateshead Metropolitan Borough Council
Gateshead Technical College

VICE PRINCIPAL

Vacancy arises due to the promotion of the present post holder to the Principalship of another College.

Applications are invited for the post of Vice Principal to take effect from 1st September, 1983 or as soon as possible thereafter. Salary will be in accordance with Burnham FE Scales for a Group 6 College (£17,523 to £18,462).

Applicants should be qualified to degree level and have had experience in industry or commerce in addition to experience in Further Education.

Further particulars and application forms are available from the Principal, Gateshead Technical College, Durham Road, Gateshead NE9 5BN to whom completed forms should be returned within fourteen days of the appearance of this advertisement.

CLEVELAND EDUCATION COMMITTEE

Stockton-Billingham Technical College

Head of Department (Grade III) of Secretarial Studies

Salary: £12,477–£13,932 (Pay award pending)

This post becomes vacant upon the retirement of the present Head of Department. In the light of current developments in the field of Electronic Information Processing, and the growth of work under MSC sponsorship, applicants must be able to demonstrate sound knowledge of these areas of work. Full teacher training and substantial [illegible] experience are essential, as [illegible] qualifications and wide experience.

Further details and application forms can be obtained from The Principal, Stockton-Billingham Technical College, The Causeway, Billingham, Cleveland. (Tel: (0642) 552101.)

Closing date for applications is 14 days from the appearance of this advertisement.

WOLVERHAMPTON BOROUGH COUNCIL

EDUCATION DEPARTMENT
WULFRUN COLLEGE OF FURTHER EDUCATION

Applications are invited for the following appointments:

DEPARTMENT OF GENERAL STUDIES

HEAD OF DEPARTMENT OF GENERAL STUDIES
(GRADE V)
(Re-advertisement)

to lead a large department of over 40 full-time staff involved in full-time and part-time GCE courses, Languages, Physical Education, Social and Life Skills and pre-vocational courses. Duties to commence 1st January 1984.

SENIOR LECTURER IN GENERAL STUDIES

Communication and Social and Life Skills to lead a team of teachers in this significant area of work. Duties to commence 1st September 1983 or as soon as possible after this date.

Salary in accordance with Burnham Technical Scale.

Forms of application and further particulars are obtainable by sending a stamped addressed foolscap envelope to the Principal, Wulfrun College of Further Education, Paget Road, Wolverhampton WV6 0DU to whom completed applications must be returned no later than 14 days after the appearance of this advertisement.

Wolverhampton is an equal opportunity employer and vacancies are open to both sexes, all races and registered disabled people.

WOLVERHAMPTON centre of progress

Colleges of Further Education

Heads of Department

CALDERDALE

METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
THE PERCIVAL WHITLEY COLLEGE OF FURTHER EDUCATION
Francis Street, Halifax HX1 3UZ

Applications are invited for the post of VICE PRINCIPAL (Group VI Salary Scale), as from 1st November 1983 or as soon as possible thereafter. The vacancy will occur because of the appointment of the present post holder to a Principalship.

Application forms and further details obtainable (on receipt of foolscap SAE) from the Principal, to whom completed forms should be returned by 17th June 1983. (12730) 220018

LIVERPOOL

MILLBANK COLLEGE OF COMMERCE
Bankfield Road, Liverpool L13 0BQ

HEAD OF DEPARTMENT OF GENERAL AND COMMUNITY STUDIES
Grade IV
£13,491 - £15,117

The College has recently reorganised its management structure and this appointment will be the first Headship of the Department of General and Community Studies. A non-authoritarian approach to departmental leadership will be necessary in the new structure which institutionalises participative and consultative procedures in decision-making. The Department's responsibilities include English as a Second Language, Basic and Remedial Education, part-time 'O' and 'A' levels and Special Educational Needs, and it will have a very heavy involvement in the Youth Training Scheme.

Applications are invited from persons with a proven record, in a Further Education context, of efficiency in administration, of creativity in curriculum development, of success in motivating and leading teams of teachers and of effectiveness in negotiating with industry and commerce. Though specific academic qualifications are not required the successful candidate will have graduate or graduate equivalent qualifications and a professional teaching qualification together with good experience of industry, commerce or the [illegible]

The City Council is an Equal Opportunity Employer and welcomes applications irrespective of race, sex, marital status or disability.

Further details and application form available from (SAE please) the Principal. To be returned by 17th June 1983. (10062) 220018

LIVERPOOL

CENTRAL LIVERPOOL COLLEGE OF FURTHER EDUCATION
Myrtle Street, Liverpool L7 7BE

VICE-PRINCIPAL, Group 5
£16,015 (1982 Burnham)

Applicants should possess a good first degree or equivalent professional qualification, teacher training and substantial and successful teaching and administrative experience in Further Education.

The City Council is an Equal Opportunity Employer and welcomes applications irrespective of race, sex, marital status or disability.

Further details and application form available from (SAE please) the Director of Education, Further Education Section, Education Offices, 20 Sir Thomas Street, Liverpool L1 6BJ. To be returned by 17 June 1983. (10060) 220018

NORTH YORKSHIRE

COUNTY COUNCIL
YORK COLLEGE OF ARTS & TECHNOLOGY
SCHOOL OF TECHNOLOGY
DEPUTY TO HEAD OF SCHOOL and HEAD OF BUILDING AND ENGINEERING

Salary - Grade IV Head of Department

Applications are invited for the above post (available from 1 September, 1983) from candidates well qualified academically and who possess good experience in further education and in industry in the fields of Building and/or Engineering.

It is unlikely that those below Principal Lecturer grade or Head of Department Grade III will have the necessary experience for the post.

Application forms and further particulars may be obtained (upon receipt of a stamped, addressed envelope) from the Principal, York College of Arts & Technology, Dringhouses, York YO2 1UA to whom they should be returned not later than Friday, 17 June 1983. (19606) 220018

Other Appointments

BARNET

LONDON BOROUGH OF BARNET
HENDON COLLEGE OF FURTHER EDUCATION
DEPARTMENT OF BUSINESS AND SECRETARIAL STUDIES

Post No. 82/60 LECTURER I DISTRIBUTION - Extra Post Required to teach BEC National: Introduction to Marketing, Organisation and Economics of Distribution, BEC General: Elements of Distribution. Ability to teach other Business subjects desirable.

Candidates who applied for posts Nos. 82/29 and 82/35 will be reconsidered.

The closing date for the above post will be 17th June, 1983.

Application forms and further particulars may be obtained by sending a large stamped, self-addressed envelope, to the Principal, Hendon College of Further Education, The Burroughs, Hendon NW4 4BT. (04690) 220026

BERKSHIRE

LANGLEY COLLEGE OF FURTHER EDUCATION

Lecturer I in Electrical Installation (temporary 1 year appointment)

Applications are invited for the above post commencing on 1st September 1983.

Applicants should have appropriate academic qualifications and sound practical experience in Electrical Installation to enable them to teach students attending on C.I.T.B. Block Release training and part-time C.G.L.I. courses. Teaching experience would be advantageous.

Salary scale: £5,880 - £9,966 including London Allowance.

Berkshire has a scheme for assisting with removal expenses and is an equal opportunities employer.

Further information and application forms from: The Registrar, Langley College of Further Education, Station Road, Langley, Slough SL3 8BY. Please enclose a stamped, addressed, foolscap envelope.

Closing date: Monday 13th June 1983. (05250) 220026

BERKSHIRE

ROYAL COUNTY OF BERKSHIRE
READING COLLEGE OF TECHNOLOGY
DEPARTMENT OF FOOD, HEALTH AND FASHION
DEPUTY HEAD OF DEPARTMENT/SENIOR LECTURER

Applications are invited for this senior post to take responsibility for the co-ordination and control, under the Head of Department, for all Food Preparation and Food Service operations in the Department.

Applicants should possess suitable qualifications and experience in the preparation and/or service of Food and Beverages.

Salary: Senior Lecturer Scale £10,173 to £11,864.

Further particulars and application forms may be obtained from the Principal, Reading College of Technology, King's Road, Reading RG1 4HJ. (Tel: Reading 583501).

Closing date: Two weeks from the appearance of this advertisement.

Berkshire County Council is an Equal Opportunities Employer. (10089) 220026

BERKSHIRE

LANGLEY COLLEGE OF FURTHER EDUCATION
LECTURER II
ADULT LITERACY AREA CO-ORDINATOR

Applications are invited for the above post commencing on 1st September 1983.

Applicants should have relevant teacher-training qualifications, be conversant with current methods of teaching and have experience of training volunteer teachers. Good organising ability is essential. Ability to teach literacy and numeracy to 16-19 year age range would be an advantage.

Salary scale: £7,215 - £11,568 plus London Fringe Allowance.

Berkshire has a scheme for assisting with removal expenses and is an equal opportunities employer.

Further information and application forms from: The Registrar, Langley College of Further Education, Station Road, Langley, Slough SL3 8BY. Please enclose a stamped, addressed, foolscap envelope.

Closing date: 20th June 1983. (10619) 220026

BERKSHIRE

ROYAL COUNTY OF BERKSHIRE
WINDSOR & MAIDENHEAD COLLEGE OF FE
Required for 1 SEPTEMBER 1983:

LECTURER I for BEC GENERAL/NATIONAL World of Work, Organisation in the Environment. Ability to teach Accounts/Economics an advantage.

LECTURER I in Communication for Secretarial and O/A Level students. Some commercial experience an advantage.

LECTURER I for RETAIL DISTRIBUTION and general business studies subjects for BEC (B3) Courses. DITS experience would be an asset.

Application forms and further particulars available from the Principal, Windsor & Maidenhead College, Claremont Road, Windsor.

Berkshire is an equal opportunities employer. (10421) 220026

BIRMINGHAM

CITY OF BIRMINGHAM
EDUCATION DEPARTMENT
HALL GREEN TECHNICAL COLLEGE
Cole Bank Road, Birmingham B28 8ES

LECTURER I - Secretarial Studies - (2 posts)
(£5,355 - £9,267)

Required for September 1983 to teach two or more of the following subjects:

Office Practice, Typewriting, Audio - Typewriting, Word-Processing, Book Keeping, Shorthand.

Application forms and further particulars from the Principal of the College, to be returned within 14 days of the appearance of this advertisement. (01200) 220026

CAMBRIDGESHIRE

CAMBRIDGESHIRE COLLEGE OF ARTS AND TECHNOLOGY
TEMPORARY LECTURER IN GENERAL AND COMMUNICATION STUDIES

Required from 1 September to teach communication skills on City and Guilds and BEC National courses, and possibly other General and Communication courses. Degree and experience of teaching communication skills to craft students essential. FE teaching qualification and experience of Communication Workshop method desirable.

Salary scale £5,649 - £9,735 (provisional) according to qualifications and experience.

Details and forms from Head of Department of English and General Studies, CCAT, Cambridge CB1 2AJ (Tel: 0223 63271 Ext. 74). Closing date June 17. (12740) 220026

BUCKINGHAMSHIRE

AYLESBURY COLLEGE
Oxford Road, Aylesbury HP21 8PD

Applications are invited from men and women for the following post in the Department of Business and Management Studies.

LECTURER I IN BUSINESS STUDIES.

To teach in two or more of the following subject areas: Bookkeeping and Accounts, Business Calculations, Computer Studies and Data Processing, Economics and Commerce, Business Communication, Personnel Management, Hotel Reception and Front Office Operations. The successful applicant must be prepared to undertake in-service training in the use of commercially-produced programs on microcomputers. The ability to write programs would be welcome but is NOT essential.

Applicants should be graduates or professionally qualified or have a teaching qualification in appropriate specialisms. A degree in Business Studies would be particularly appropriate. Applications from those who will shortly graduate or qualify will be welcomed.

Duties to commence on 1 September 1983 or as soon as possible thereafter.

Salary Scale: Lecturer I £5,355 - £9,267.

Assistance with removals and other expenses will be provided in approved cases.

Application Forms and further particulars for the above post may be obtained from the Principal (upon receipt of a stamped addressed foolscap envelope) to whom the completed forms should be returned within 14 days of the appearance of this advertisement. (04662) 220026

CAMBRIDGESHIRE

ISLE OF ELY COLLEGE
BUSINESS AND PROFESSIONAL STUDIES DEPARTMENT

LECTURER GRADE I IN SECRETARIAL STUDIES required for September 1983.

Applicants should be qualified to teach Shorthand (Pitman 2000, Teeline an advantage but not essential), Typewriting, Office Practice and Reception Skills to a wide range of courses, including YTS and school link courses.

also:

LECTURER GRADE I IN COMPUTER STUDIES required for September 1983, or before.

To teach computing and computer appreciation on a range of courses. Applicants should possess either teaching experience of the subject or relevant commercial experience.

SALARY SCALE: £5,355 - £9,267 p.a. (under review).

Further details and application form available from: The Vice Principal, Isle of Ely College, Ramnoth Road, WISBECH, Cambs. to be returned within 14 days. (10066) 220026

CYNGOR SIR
DYFED
COUNTY COUNCIL

1. ABERYSTWYTH COLLEGE OF FURTHER EDUCATION
DEPARTMENT OF BUSINESS STUDIES

To commence duties on 1st September 1983 or as soon as possible thereafter:

LECTURER I to assist in the teaching of Communication to a range of full-time and part-time students. The ability to assist with one or more of the following would be an advantage – Commerce, Office Practice, Book-keeping.

Applications by letter, with full curriculum vitae and the names/addresses of two referees to The Principal, Aberystwyth College of Further Education, Llanbadarn Fawr, Aberystwyth, Dyfed.

2. CARMARTHEN TECHNICAL AND AGRICULTURAL COLLEGE
DEPARTMENT OF AGRICULTURE

Applications are invited for the following full-time permanent posts:

a. **LECTURER II in GENERAL AGRICULTURE**
A person with drive, proven organising ability together with a sound practical background is required for this important post. Duties will include lecturing (together with appropriate practical classes) to both day release and full-time students. Teacher training or previous teaching experience would be an advantage together with a knowledge of, or interest in, farm computing. Qualifications – degree or HND in Agriculture.

b. **LECTURER I in DAIRY HUSBANDRY AND WARDEN**
The above combined post of lecturer/warden is based at the college's agricultural department at Golden Grove near Llandeilo. Duties include lecturing (with practical classes) to students following residential courses such as the National Certificate courses in Agriculture and Dairying. The successful applicant will have a specialised interest in dairy husbandry. Teacher training or teaching experience is desirable. The wardening duties will be mainly with female students and will involve responsibility for the welfare and social activities of the students. Free board and accommodation is provided together with an allowance of £150 pa for residential duties.

c. **LECTURER I in AGRICULTURE (Animal Husbandry)**
Duties include lecturing (with appropriate practical instruction) in Animal Husbandry to National Certificate and Introductory Course Students. A specialist interest in sheep husbandry would be an advantage. Appropriate qualifications would be a degree or HND in Agriculture.

d. **LECTURER I FARM MACHINERY**
Duties include lecturing to a range of courses from day release to National Certificate level. Applicants should possess appropriate recognised qualifications (which may include an agricultural qualification with a farm machinery bias) together with sound agricultural workshop experience. Teaching experience or teacher training will be an advantage.

NB. Suitable applicants for posts C or D which will be based at Golden Grove may be offered the associated position of resident warden for male students. Free board and accommodation is provided together with an allowance of £150 pa for residential duties.

e. **LECTURER I in GENERAL AGRICULTURE (Temporary)**
A one year contract post is available for a suitably qualified experienced person (HND Agriculture or equivalent with sound industrial experience) to commence as soon as possible. Duties will be primarily concerned with instruction to Youth Training Scheme students and include lecturing and associated agricultural skills.

Further details together with application forms may be obtained from The Principal, Carmarthen Technical and Agricultural College, Pibwrlwyd, Carmarthen, Dyfed.

3. PEMBROKESHIRE TECHNICAL COLLEGE

LECTURER I in MATHEMATICS AND COMPUTING OR SCIENCE (CHEMISTRY, BIOLOGY, HUMAN BIOLOGY)

To commence duties on 1st September 1983, starting point on scale dependent on qualifications and previous experience.

Further details and application forms are available from The Principal, Pembrokeshire Technical College, College Campus, off Dew Street, Haverfordwest, Dyfed.

Salaries for the above posts will be in accordance with the Burnham Scale of salaries for teachers in establishments for further education i.e.

Lecturer II £8,555–£11,082
Lecturer I £5,355–£9,267
Pay Award Pending

Closing date for Post Number 1 – 14th June 1983; Post Numbers 2 and 3 – Friday, 24th June 1983.

W. J. PHILLIPS, Director of Education, Education Department, Pibwrlwyd, Carmarthen, Dyfed SA31 2NH.

Lothian Regional Council
STEVENSON COLLEGE OF FURTHER EDUCATION

SENIOR LECTURER III – DEPUTE HEAD OF DEPARTMENT OF PROFESSIONAL AND SOCIAL STUDIES
Salary on Scale: £12,228–£13,872
Required to teach, organise and develop, either the Social Services/Social Studies courses or Business and Supervisory Studies courses offered by the Department and to assist the Head of Department in the general administration of the Department.
Applicants should hold an appropriate degree or equivalent qualification and have wide teaching and administrative experience in Further Education.

SENIOR LECTURER III – DEPUTE HEAD OF DEPARTMENT OF SECRETARIAL STUDIES
Salary on Scale: £12,228–£13,872
Required to teach, organise and develop courses offered by the Department and to assist the Head of Department in the general administration of the Department.
Applicants should hold an appropriate degree or equivalent qualification and have teaching and administrative experience in Further Education.

LECTURER B in HEALTH STUDIES
Salary on Scale: £7,644–£10,060
Required in the Department of Health and Community Studies to teach Health subjects to a wide range of full and part-time courses in the field of Caring Services.
Applicants should hold a degree or equivalent qualification in Health-related subjects.

Application forms and further particulars from: The Principal, Stevenson College of Further Education, Bankhead Avenue, Edinburgh EH11 4DE.

ESK VALLEY COLLEGE

SENIOR LECTURER II in ELECTRICAL/ELECTRONIC ENGINEERING
Salary on Scale: £10,413–£12,228
To be responsible for the operation of the electrical/electronic engineering section in the College which offers and services a wide range of SCOTEC and other courses, including YTS programmes. There is considerable scope for development within the section, particularly in the microelectronics field.
Applicants should have a relevant degree together with relevant industrial and teaching experience.

SENIOR LECTURER I in CATERING
Salary on Scale: £8,313–£11,325
To assist in the development and supervision of courses and to contribute to the management and teaching function of the college Catering Section. This expanding Section offers a range of CGLI craft courses and is also heavily involved with TOPS and YTS work. The Diploma in Hotel Catering and Institutional Operations is to be introduced in the near future.
Applicants should have a relevant degree, MHCIMA or equivalent qualification and must have had relevant industrial, organisational and teaching experience.

SENIOR LECTURER I for YTS PROGRAMMES
Salary on Scale: £8,313–£11,325
To be responsible for the co-ordination, development and provision of the off-the-job elements of YTS programmes, initially in the Department of General Education and Community Studies. Applicants should hold a relevant degree or equivalent qualification and should preferably have had experience in industry or commerce.

Application forms and further particulars from: The Principal, Esk Valley College, Newbattle Road, Dalkeith EH22 3AE.

City of Coventry
Tile Hill College of Further Education

Principal: Dr H. E. Avery

Applications are invited for the posts of:

PRINCIPAL LECTURER/ DEPUTY HEAD

of Department of Automobile and Mechanical Engineering (re-advertised post)

SENIOR LECTURER
(AUTOMOBILE ENGINEERING)

To be responsible for this large section offering craft and technician courses up to HTC.

LECTURER I/II FOR SOCIAL SERVICES COURSES

To teach on a wide range of social care courses.

2 TEMPORARY LECTURERS I IN BUSINESS STUDIES

One year posts to replace two Lecturers of secondment.

Salaries: P.L. £12,519–£13,938 (bar)–£15,744
S.L. £10,683–£12,552 (bar)–£13,443
L.II £7,215–£11,568
L.I £5,649–£9,735

Further details and application forms from the Principal, Tile Hill College, Tile Hill Lane, Coventry CV4 9SU. Tel: Coventry 461444, Ext. 224, to whom they should be returned by Monday 20th June, 1983.

An Equal Opportunity Employer.

KEIGHLEY TECHNICAL COLLEGE

DEPARTMENT OF ENGINEERING

Lecturer Grade I vacancies

Post Ref: 83/107 – Engineering
The person appointed will be expected to teach, in the first instance, a range of subjects mainly to students following Technician Education Council courses in Mechanical and Production Engineering. An interest in the teaching of Engineering Science and allied subjects is desirable. A knowledge and ability in computing/micro-electronics would be an advantage.

Post Ref: 83/108 – Engineering (Electrical/Electronics)
The person appointed will be expected to teach, in the first instance, electrical and electronic subjects to EITB Basic Training (Mechanical and Fabrication) and MSC-YTS courses. A knowledge and ability in computing/Micro-electronics would be an advantage.

Post Ref: 83/109 – Engineering (Industrial Training)
The person appointed will be expected to teach, in the first instance, workshop practice mainly to EITB Basic Training and MSC-YTS groups. In addition he/she should be able to offer a range of subjects to students attending school link, operator, craft and technician further education courses. A knowledge of modern machine methods, together with toolroom experience would be an advantage.

Applicants for these posts must be suitably qualified and have industrial training and experience. Previous teaching/training experience and a teacher-training qualification will be an advantage.

DEPARTMENT OF CONSTRUCTION INDUSTRIES

Lecturer Grade I (Trowel Trades)

Post Ref: 83/110
Applicants must be suitably experienced and qualified to teach Brickwork and related Trowel Trades subjects to the level of at least CGLI Final, and to a range of students from general operative to final craft or above. Sound industrial experience essential. Previous teaching/training experience and teacher/training qualifications will be an advantage.

Salary in accordance with Burnham Further Education Committee: £5,355–£9,267 per annum.

All the above posts are available from 1st September, 1983.

Application forms and further details of all posts are available from the College Administrator, Keighley Technical College, Cavendish Street, Keighley, BD21 3DF.

Closing date for all posts is 13th June, 1983.

WE ARE AN EQUAL OPPORTUNITIES EMPLOYER

COLLEGES OF FURTHER EDUCATION continued

CLEVELAND

CLEVELAND TECHNICAL COLLEGE
Redcar

Applications are invited for the following post, duties to commence as soon as possible.

LECTURER I - to be responsible for the organisation of an established Pre-Hospital course, and be able to offer an associated subject.

Salary: £5,355 - £9,267 (Pay award pending)

Application forms and further details are available by applying in writing only to:- The Principal, Cleveland Technical College, Corporation Road, Redcar, Cleveland, to whom completed application forms should be returned within fourteen days of the appearance of this advertisement. (10537) 220026

DERBYSHIRE

EDUCATION COMMITTEE
NORTH EAST DERBYSHIRE COLLEGE OF FURTHER EDUCATION
DEPARTMENT OF MINING AND COMPUTING
LECTURER I IN COMPUTING AND DATA PROCESSING

Applications are invited for the post of Lecturer I in Computer and Data Processing, commencing 1st September, 1983 or as soon as possible thereafter.

Applicants should possess a degree or equivalent in Computing and have the ability to teach all levels of classes in Computing up to and including 'A' level and National Certificate/Diploma.

Teaching experience and industrial experience is desirable but applications would be welcomed from young graduates seeking their first appointment.

The salary will be in accordance with the Lecturer Grade I scale: £5,355 - £9,267 per annum (pay award pending).

Application forms and further particulars may be obtained from the Principal, North East Derbyshire College of Further Education, Rectory Road, Clowne, Chesterfield, Derbyshire S43 4BQ, and completed forms should be returned to him by Friday, 17th June, 1983.

Derbyshire County Council is an equal opportunity employer. (01108) 220026

DERBYSHIRE

DERBY COLLEGE OF FURTHER EDUCATION
DEPARTMENT OF BUSINESS STUDIES
LECTURER 1 in TRAVEL AND TOURISM

Applications are invited for the above post for appointment from 1st September 1983. The successful candidate will teach Elements of Travel and Tourism to BEC National Level students and possibly Geography of Tourism.

The salary will be in accordance with the salary scales for teachers in establishments of further education.

LECTURER 1 £5,344 - £9,267 (under review).

Application forms and further particulars are available from the Chief Administration Officer, Derby College of Further Education, Wilmorton, Derby DE2 8UG to whom they should be returned by Monday June 20th, 1983.

Derbyshire County Council is an Equal Opportunity Authority. (12628) 220026

DEVON

DEVON COUNTY EDUCATION COMMITTEE
BICTON COLLEGE OF AGRICULTURE
East Budleigh, Budleigh Salterton, Devon EX9 7BY

1. Lecturer IA Agricultural Machinery.
2. Lecturer IA Horticultural Machinery.

The above teaching posts are available at the College. Applications are invited from those with nationally recognised technical and teaching qualifications and with associated practical experience.

Duties will include giving instruction to new entrants on block release, day release courses and school classes, lectures, visits, as well as contacts with sponsors and trainees. Those with experience of teaching at a College of Agriculture/Horticulture would be at an advantage.

Salary: Lecturer IA £5,355 to £9,267, according to experience and qualifications, with travelling and subsistence at county rates. The posts will be on the basis of a temporary contract.

Further details and applications from the Principal, to be returned by 17th June, 1983. (12729) 220026

DUDLEY

METROPOLITAN BOROUGH
DUDLEY COLLEGE OF TECHNOLOGY

£5,649 - £9,735 - LECTURER GRADE I in SCIENCE required for 1st September. Candidates should possess a degree in Science and a teaching qualification.

Application forms/details (foolscap SAE) from Principal, Dudley College of Technology, The Broadway, Dudley, West Midlands DY1 4AS. Return by 17th June. (10091) 220026

DURHAM

COUNTY COUNCIL
NEW COLLEGE
Durham

Principal: Leonard G. Bewsher, Assd. Dip.Ed. (Lond.), B.Sc. (Econ.), M.A., F.R.S.A.

FACULTY OF SCIENCE, HUMANITIES AND COMMUNITY STUDIES

A lecturer grade 1 in basic education is required for the season 1983/84 to replace a lecturer on secondment.

Further details and application forms, returnable by Friday, 17th June, 1983, may be obtained from The Principal, New College Durham, Framwellgate Moor Centre, DURHAM DH1 5ES, on receipt of a stamped addressed foolscap envelope. (10536) 220026

ESSEX

COUNTY COUNCIL
LOUGHTON COLLEGE OF FURTHER EDUCATION
Department of Engineering and Science

SENIOR LECTURER/LII to start immediately for a one year fixed term contract to teach on a highly specialised industrial training course.

The successful applicant will possess a sound industrial background and proven performance record in the fields of electro-mechanical engineering. A knowledge of the construction and maintenance of robotic plant and equipment would be an added advantage. Teaching or training experience is essential. The ability to prepare teaching material in the form of learning objectives and a working knowledge of programmed maintenance sytems would prove useful in carrying out the duties associated with this post.

Applicants (male/female) should be prepared to work a non-standard academic year for which an enhanced salary will be payable.

Application forms and further details available from the Principal which should be returned within 14 days of the appearance of this advertisement.

Loughton College of Further Education, Borders Lane, Loughton, Essex IG10 3SA. Tel: 01-508 8311. (10034) 220026

ESSEX

BASILDON COLLEGE OF FURTHER EDUCATION
Nethermayne, Basildon
(Tel: 289261)

Required for September 1983.

DEPARTMENT OF GENERAL EDUCATION

Lecturer Grade 1 in COMMUNICATION STUDIES to teach mainly on YTS courses. Graduate required, preferably in English.

Lecturer Grade 1 in SOCIAL & LIFE SKILLS for YTS courses. Graduate required - ability to offer Geography an advantage.

For both posts, teacher training is desirable.

Rented accommodation may be available from the Basildon Development Corporation.

Salary Scale: £5,649 - £9,735 (plus outer fringe allowance).

Application form, to be returned by 15th June, and further details from the Principal. (10033) 220026

ESSEX

BRAINTREE COLLEGE OF FURTHER EDUCATION
Required for 1st September 1983.

Lecturer Grade I Automobile Engineering, both theory and practice together with related subjects. Practical experience is essential. Preference may well be given to an unemployed person.

Further details and application form (S.A.E. please) from:- The College Administrative Officer, Braintree College of Further Education, Church Lane, BRAINTREE, Essex CM7 5SN.

Closing date: 14 days from the date of this advertisement. (06594) 220026

HAMPSHIRE

FARNBOROUGH COLLEGE OF TECHNOLOGY

LECTURER GRADE I IN BUSINESS STUDIES

LECTURER GRADE I IN ECONOMICS WITH STATISTICS OR LAW

LECTURER GRADE I IN EDUCATIONAL STUDIES

Graduate qualifications and appropriate experience required in each case.

Lecturer Grade 1 in Electrical/Electronic Engineering. Appropriate qualifications and experience required.

Further details from The Staffing Officer, Farnborough College of Technology, Boundary Road, Farnborough, Hants. GU14 6SB. (S.A.E. please).

Closing date: 17th June, 1983. (01145) 220026

HAMPSHIRE

CRICKLADE COLLEGE
Andover

LECTURER I in Engineering Science and LECTURER I in Electronics.

Salary: £5,355 - £9,267 (under review)

Required from September 1983, to teach on TEC, CGLI and YTS Engineering Courses in this Tertiary College (under FE regulations).

For application form and further details, please telephone the Principal, Andover 63311, Ext. 29, at once. (10529) 220026

HAMPSHIRE

LECTURER I in Engineering Science and LECTURER I in Electronics

Salary: £5,355 - £9,267 (Under Review)

Required from September 1983, to teach on TEC, CGLI and YTS Engineering Courses in this Tertiary College (under FE regulations).

For application form and further details, please telephone the Principal, Andover 63311, Ext. 29, at once. (10521) 220026

SURREY EDUCATION COMMITTEE

BROOKLANDS TECHNICAL COLLEGE
Heath Road, Weybridge, Surrey

DEPARTMENT OF BUSINESS AND SECRETARIAL STUDIES

Lecturer I – Business Studies– Travel and Tourism

to teach Travel and Tourism on BEC National and General Courses as well as Accounts/Business Organisation or other BEC subjects.

Graduate and/or professional qualification with industrial experience preferred.

DEPARTMENT OF CATERING, BAKERY AND DENTAL STUDIES

Lecturer I – Accommodation Services

to teach Hotel Catering and Institutional Operations on TEC Diploma and City & Guilds 705 General Catering Certificate students. Experience in Reception, Control or Personnel Departments within the industry an advantage. Appropriate qualifications required.

DEPARTMENT OF TECHNOLOGY

Lecturer I – Mathematics and Computing

to teach GCE 'A' level, BEC/TEC and similar courses. Appropriate qualifications and experience to teach in both areas required.

Lecturer II – Computing

to teach BEC/TEC Diploma and GCE 'A' level. Appropriate qualifications and experience in the use of commercial/industrial packages required. Teaching experience desirable.

Salary scale: Lecturer I: £5,649–£9,735 per annum
Lecturer II: £7,215–£11,568 per annum
plus £246 per annum London Fringe Area Allowance

Commencing salary dependent upon qualifications and experience.

Generous relocation expenses in approved cases.

Further details and application forms from the Principal to be returned by Monday, 13th June, 1983

SMALL BUSINESS CENTRE

LECTURER II/ SENIOR LECTURER
IN SMALL BUSINESS (FINANCE)
(£7,215–£13,443)

Applications are invited for a post in the Small Business Centre, a unit of Trent Business School. Candidates should be able to demonstrate a particular interest in small business finance, supported by appropriate experience and qualifications, (though not necessarily chartered or certified). Preference will be given to those who can demonstrate an ability to communicate effectively with both undergraduates and owner/managers.

Further details and forms of application are available from the Staff Officer, Trent Polytechnic, Burton Street, Nottingham NG1 4BU.

Closing date 17 June 1983.

Department of Business Studies

LECTURER II – COMPUTING

to take responsibility for the development of BTEC National Certificate/Diploma course.

LECTURER I – COMPUTING

to teach computing to BTEC National, GCE A level and Appreciation courses.

Both the above posts are within the computing section (MACRO Unit) which comprises a suite of five microcomputing classrooms and an electronic office.

Department of Hotel & Catering Studies

LECTURER I – ACCOMMODATION SERVICES

to teach on CGLI and TEC courses. Candidates should have appropriate qualifications and recent management experience in the Housekeeping or Domestic Bursar departments of the industry.

Application forms and further details from: The Principal, enclosing an sae. Closing date: Friday 17th June, 1983.

An Equal Opportunity Employer.

HENLEY COLLEGE
Bell Green Coventry

LINCOLN COLLEGE OF TECHNOLOGY
Department of General Studies

Senior Lecturer

Section Head for General Education

A suitably qualified and experienced person is required from September 1983 (or January 1984 at the latest) to co-ordinate General and Communication Studies provision, various Basic Education courses and Social and Life Skills work for YTS schemes. This is a key post within the management structure of the Department.

Lecturer Grade I

In Social Sciences

A Social Science graduate is required to contribute to the courses offered within the GCE and vocational programmes. Applicants should be well qualified in Sociology, with a capacity to offer Economics, Politics or Psychology in support. The post is available from September 1983.

Salary: Lecturer Grade I £5,355–£9,267 pa; Senior Lecturer £10,173–£11,964 (bar)–£12,816 } Under review

Application forms and further particulars are available from the Principal of the College, Cathedral Street, Lincoln and should be returned within 14 days of the advertisement.

Lincolnshire County Council

Cheshire

Application forms (send s.a.e.), are obtainable from the Head of the School, to whom they should be returned as soon as possible. Assistance with removal expenses is given in approved cases.

J. R. G. TOMLINSON, MA.
Director of Education

SOUTH CHESHIRE COLLEGE

ALBSU

Special Development Project

LECTURER II

To be responsible for a post-basic adult education project.

LECTURER I

To assist with the project [illegible] education is desirable. The project commences in July 1983 and terminates in March 1985.

Particulars and application form may be obtained from The College, Dane Bank Avenue, Crewe (0270) 69133.

Closing date: 17 June.

Cumbria County Council
Cumbria Technical College

Applications are invited for the following posts to commence 1st September, 1983:

1) Lecturer II in Business Studies
To teach Accounts, and related subjects. Duties to include teaching on BEC National and Higher National Certificate Courses.

2) Lecturer I in Business Studies
To teach Accounts, Commerce, Economics or Law in GCE or "O" and "A" level courses and BEC Courses.

3) 2 Posts at Lecturer I in General & Communication Studies
To teach in a variety of courses from Caring, BEC and TEC, Craft, GCE areas.

4) Lecturer I in Health & Community Care
To teach on the Nursery Nursing, Pre-Nursing and Preliminary Certificate in Social Care Courses – possibly acting as Tutor for one of the courses.

5) Lecturer I in Mathematics
To teach on TEC Certificate Programmes and assist with general Mathematics throughout the College.

6) Lecturer I in Hairdressing Beauty
To teach the theory and practical work on basic craft Hairdressing Certificate Course.

7) Lecturer I in Food Preparation
To teach both practical and theoretical aspects of City & Guilds 705, 706 TEC Diploma and other specialised Food Courses.

Salary Scales: LII £7,215–£11,565; LI £5,646–£9,735

Candidates should be well qualified and have appropriate industrial and teaching qualifications.

Application forms and further details from the Principal, Carlisle Technical College, Victoria Place, Carlisle CA1 1HS. Closing date for applications 17th June, 1983.

Cumbria

COLLEGES OF FURTHER ED
continued

HEREFORD & WORCESTER
COUNTY COUNCIL
WORCESTER TECHNICAL COLLEGE
DEPARTMENT OF ENGINEERING
LECTURER GRADE I IN ELECTRICAL/ELECTRONIC ENGINEERING (REF. E/TES)

Applications are invited from suitably qualified and experienced candidates for the above post to commence 1st September, 1983, to teach electrical/electronic subjects to TEC and CGLI courses and to assist in the development of modern technology.

Salary: Lecturer Grade I £5649 - £9735 (position on scale dependent upon qualifications and experience).

Further details and an application form can be obtained from The Principal, Worcester Technical College, Deansway, Worcester WR1 2JF upon receipt of a stamped, self-addressed envelope, foolscap size. (Please quote reference). (05829) 220026

LANCASHIRE
COUNTY COUNCIL
AN EQUAL OPPORTUNITIES EMPLOYER
EDUCATION DEPARTMENT
BLACKBURN COLLEGE OF TECHNOLOGY AND DESIGN
Feilden Street, Blackburn BB2 1LH

Applications are invited for the following post to be effective from 1 September, 1983 or as soon as possible thereafter.

LECTURER GRADE I IN WOVEN TEXTILE DESIGN

Well qualified practising Designer required to work on the DATEC Higher Diploma Course in Textile Design and assist on other Textile related courses in the School.

Salary: Lecturer Grade I: £5,355 - £9,267.

For application form/further details, send a stamped addressed foolscap envelope to the Principal at the College. Closing date for receipt of applications: Friday, 17th June, 1983. (06687) 220026

LINCOLNSHIRE
GRANTHAM COLLEGE FOR FURTHER EDUCATION
Stonebridge Road, Grantham, Lincs
Tel: 476 5141
DEPARTMENT OF GENERAL EDUCATION

LECTURER I IN MATHEMATICS AND PHYSICAL SCIENCE required from 1st September 1983 to teach Mathematics and Physical Science up to 'O' level. The post will involve teaching students of lower ability. [illegible] vacancy will result from an early retirement under the Job Release Scheme, if approved, and the successful applicants will need to fulfil the requirements of the Scheme.

Further particulars and application form from the Principal to whom completed forms should be returned as soon as possible. SAE please. (06753) 220026

LIVERPOOL
CHILDWALL HALL COLLEGE OF FURTHER EDUCATION
Childwall Abbey Road, Liverpool L16 0JP
LECTURER I
TEMPORARY (10 POSTS)
£5,355 - £9,267

Required for a period of 11 weeks (27 June to 9 September 1983) to teach on an M.S.C. Occupational Selection Course. It is anticipated that most appointments will be full-time, on a proportion of the salary appropriate to Lecturer Grade I, but some appointments may be part-time, sharing the work of a full-time post. The Lecturing Jobs are as follows:-

Social and Life Skills (4 posts)

Camera and Processing Skills (1 post)

Engineering and Metalwork Skills (1 post)

Keyboard Skills (1 post)

Beauty and Hair-care Skills (1 post)

Garden Construction/Horticulture Skills (1 post)

The City Council is an Equal Opportunity Employer and welcomes applications irrespective of race, sex, marital status or disability.

Further details and application forms available from (SAE please) the Principal. To be returned by 17th June 1983. (10059) 220026

MERTON
LONDON BOROUGH OF MERTON
MERTON TECHNICAL COLLEGE
LECTURER I IN BUSINESS STUDIES required from the 1st September, 1983 or as soon as possible thereafter.

Salary: Burnham Scale Lecturer Grade I - £5,355 to £9,267 per annum plus £939 per annum London Allowance.

Application forms and further particulars of the post available from the Chief Administrative Officer, Merton Technical College, Morden Park, London Road, Morden, Surrey, to whom completed application forms should be returned within two weeks of the date of this advertisement. (10414) 220026

LONDON
INNER LONDON EDUCATION AUTHORITY
KINGSWAY-PRINCETON COLLEGE
Legal and Business Studies Department
LECTURER GRADE I.

There is a vacancy (with effect from 1 September 1983) for a Lecturer in ACCOUNTS and NEW TECHNOLOGY in the Legal and Business Studies Department which will be merged with the existing Secretarial Studies Department to create a new Grade V Business Education and Legal Studies Department. Applicants will be able to teach Accounts and Book-keeping on various courses such as RSA Stage I & II Accounts, GCE Accounts, BEC General and National, and YTS courses. A knowledge and appreciation of the use of manual and computerised accounting systems is required. Applicants must be Graduates and/or professionally qualified, preferably teacher-trained or with relevant teaching experience. Previous experience in business will be distinct advantage.

The Kingsway-Princeton College is a multicultural College.

Salary on an incremental scale within the range of £5,355 to £9,267 plus £939 London Weighting, starting point dependent upon qualifications, training and experience.

Application form and further details from Laura Conwell, Kingsway-Princeton College, Sidmouth Street, Grays Inn Road, London WC1H 8JB. Tel: 01-278 0541, Ext. 244.

Closing date 20 June 1983.

ILEA is an equal opportunities employer. (10409) 220026

MANCHESTER
CITY OF MANCHESTER EDUCATION COMMITTEE
Lecturer I in Furniture Crafts £5,455 - £9,267 p.a.
Required from 1st September 1983 at the Manchester College of Building, Lower Hardman Street, Manchester M3 3ER. Tel: 061-831 7791, Ext. 44.

Applicants should be able to offer either Cabinet Making or Wood Finishing, although preference will be given to applicants who can offer more than one subject.

He/she should have relevant qualifications, sound industrial experience, and preferably, although not essentially, a Teaching Certificate and some teaching experience.

Application forms from the Principal at the college. Closing date 17th June 1983. (10615) 220026

MID-GLOUCESTERSHIRE
MID-GLOUCESTERSHIRE TECHNICAL COLLEGE
DEPARTMENT OF ENGINEERING & CONSTRUCTION
(To be based at the Dursley Centre of the College)

Applications are invited for the following post to commence 1st September.

LECTURER GRADE I required to teach C & G 200 Mechanical Craft Studies, also Manufacturing Technology, Materials and project work to Level II of TEC Certificate [illegible] industrial background, teaching experience and suitable engineering qualifications.

S.A.E. for further particulars and application form from the Principal, Mid-Gloucestershire Technical College, Stratford Road, Stroud. Closing date for return of application forms 14 days from the appearance of this advertisement. (10084) 220026

NEWHAM
LONDON BOROUGH OF NEWHAM
WEST HAM COLLEGE
Principal: W.E. Williams Dip.Pol.Sci. & Econ. (Oxon), Dip.Ed.
DEPARTMENT OF MECHANICAL AND FABRICATION ENGINEERING
SENIOR LECTURER - MECHANICAL ENGINEERING

Responsibilities will include the development of E.I.T.B. and C & G 205 Parts II and III Craft Maintenance Courses. Teaching/Training and industrial experience are essential.

Salary £10,173 to £12,816, bar £11,964, plus £939 London Allowance (pay award pending).

For further particulars and application forms please send s.a.e. to the Principal, West Ham College, Welfare Road, Stratford, London E15 4HT. (01-555 1422). (12808) 220026

NOTTINGHAMSHIRE
COUNTY COUNCIL
BASFORD HALL COLLEGE OF FURTHER EDUCATION
SENIOR LECTURER
£10,695 - £12,552
GENERAL STUDIES

Required for 1st September, 1983, or as soon as possible thereafter to act as Deputy to the Head of Department of General Studies. The Department of General Studies. The Department (at present Grade III) covers work in the following three areas:-

(a) Basic Skills for YTS, TOPS and Adult Basic Education courses;

(b) General Studies servicing throughout the College;

(c) GCE for part-time classes and a full-time course for Mature Students.

Candidates should be suitably qualified with appropriate teaching experience and a proven record of administration and innovation in at least one of the above areas.

Entry point on the salary scale according to qualifications and experience.

Application forms and further particulars are obtainable from the Principal of the College, Stockhill Lane, Nottingham NG6 0NB, telephone Nottingham (0602) 704541. Closing date 17th June 1983. [illegible] 220026

NORTHAMPTONSHIRE
TRESHAM COLLEGE
Required for 1st September, 1983, LECTURER I IN SCIENCE.

Applicants should possess good Science qualifications and be interested in applying their expertise to practical problems in the field of Construction.

Salary: Lecturer I Scale £5,355 - £9,267 (under review).

Application forms and further details may be obtained from: The Principal, Tresham College, St Mary's Road, Kettering, Northants NN15 7BS. Tel: Kettering 85353. (01174) 220026

READING
READING COLLEGE OF TECHNOLOGY
DEPARTMENT OF FOOD, HEALTH AND FASHION
LECTURER GRADE I IN EDUCATION AND CHILD DEVELOPMENT

A Lecturer, Grade I is required to commence duties on 1st September, 1983 to act as vocational tutor to a group of N.N.E.B. students and to teach Education and Child Development.

Candidates should have a qualification as a Nursery or Infant teacher and preferably have some experience of teaching in a College of Further Education.

Salary Scale: £5,355 - £9,267.

Application forms and further details from The Principal, Reading College of Technology, King's Road, Reading RG1 4HJ. Tel: (0734) 583501.

Berkshire County Council is an Equal Opportunities Employer. (10031) 220026

ROTHERHAM
METROPOLITAN COUNCIL
ROTHER VALLEY COLLEGE OF F.E.
Doe Quarry Lane, Dinnington, Sheffield
Tel: Worksop 568681

Required for 1st September, 1983.

1. LECTURER I TECHNOLOGY with particular interest in Physical Science, and Mechanical Technology. Applicants should be qualified to graduate status in relevant areas.

2. LECTURER I TECHNOLOGY with appropriate qualifications in Electrical/Electronic subjects.

For both posts relevant industrial experience will be expected. As the current post holders are being released under the Department of Employment's Job Release Scheme, the Authority can only consider applicants who are registered unemployed persons.

Salary: L.1 £5,355 - £9,267 p.a.

Closing Date: 17th June, 1983.

Curriculum Vitae and details of two persons for reference to the Principal of the College.

W.B. Mussett, Director of Personnel Resources. (10540) 220026

SEFTON
METROPOLITAN BOROUGH OF SEFTON
EDUCATION COMMITTEE
HUGH BAIRD COLLEGE OF FURTHER EDUCATION
DEPARTMENT OF ELECTRICAL ENGINEERING AND SCIENCE

Required:- 1st September. Temporary, 1 year (Full-time) Lecturer I Computer Studies.

Applicants should have appropriate academic/professional qualifications and preferably, experience in Computers. Ability to offer Mathematics and/or physics at G.C.E. 'O' level and equivalent an advantage.

Application forms and further details (S.A.E. please) from:-

Principal, Hugh Baird College of F.E., Balliol Road, Bootle, Merseyside L20 7EW, to whom they should be returned by 14th June, 1983. (10081) 220026

ROTHERHAM
METROPOLITAN COUNCIL
ROTHERHAM COLLEGE OF ARTS AND TECHNOLOGY
Eastwood Lane, Rotherham S65 1EG

Required for 1st September, 1983.

LECTURER I IN ELECTRICAL ENGINEERING (£5,355 - £9,267 p.a.) To teach on Craft and Technician Courses. Applicants should be able to teach EITHER Computing subjects OR Electrical Power subjects. Must be registered unemployed.

Further particulars available from the Principal. Tel: Rotherham 62111, Ext. 200.

Closing date: 17th June, 1983.

Curriculum Vitae and details of two persons for reference to the Principal of the College.

W.B. Mussett, Director of Personnel Resources. (10541) 220026

ROTHERHAM
METROPOLITAN COUNCIL
ROCKINGHAM COLLEGE OF FURTHER EDUCATION
Wath-upon-Dearne, Rotherham
Tel: Rotherham 874310

Required as soon as possible

TEMPORARY LECTURER I IN FURNITURE CRAFTS (5,355 - £9,267 p.a.)
(One year full-time appointment)

For City & Guilds, Furniture Crafts Park II Course being organised for redundant steelworkers. A specialism in furniture upholstery and finishing would be an advantage. Appropriate trade qualifications essential and teaching experience or qualifications desirable.

Closing Date: 14th June 1983.

Curriculum Vitae and details of two persons for reference to the Principal of the College.

W.B. Mussett, Director of Personnel Resources. (05852) 220026

ROTHERHAM
METROPOLITAN COUNCIL
ROTHERHAM COLLEGE OF ARTS AND TECHNOLOGY
Eastwood Lane, Rotherham S65 1EG

Required for 1st September 1983.

LECTURER I IN BUSINESS STUDIES (TRADE UNION STUDIES) (£5,355 - £9,267 p.a.)

Lecturer in Trade Union Studies to assist with the development and teaching of approved TUC Courses and to contribute to the teaching of other business related subjects. Candidates must be committed to the education of Union Stewards and Safety Representatives; have a good understanding of industrial relations and preferably be teacher trained graduates. The ability to also teach Economics, Law or Computer Studies would be a particularly strong recommendation. Further particulars available from the Principal, Tel: Rotherham 62111, Ext. 205.

Closing date: 17th June 1983.

Curriculum vitae and details of two persons for reference to the Principal of the College.

W.B. Mussett, Director of Personnel Resources. (05853) 220026

Acton Technical College

LECTURER II IN ENGLISH & COMMUNICATION

To lead a team of staff who provide the English and communication teaching throughout the College.

Administrative and teaching experience in this subject area in Further Education are desirable.

Write, or telephone 01-993 2344, Ext. 2638 for further details and application form to: The Registrar, Acton Technical College, Mill Hill Road, Acton, London W3 8UX.

Closing date: 17th June, 1983.

COLLEGES OF FURTHER EDUCATION
continued

SHREWSBURY
SHREWSBURY COLLEGE OF ARTS AND TECHNOLOGY
Required for 1st September

LECTURER I in health Education
Mainly for Child Centred Studies Courses.

LECTURER I in Business studies. One year Temporary full time
Mainly for BEC General and National level and Secretarial full time courses.

Salary Scale: Lecturer I £5,355 - £9,267 with an increase pending.

Application forms and further particulars from the Principal, Shrewsbury College of Arts and Technology, London Road, Shrewsbury SY2 6PR Tel: (0743) 51544 to whom they should be returned as soon as possible. (01098) 220026

SHROPSHIRE
EDUCATION COMMITTEE
BRIDGNORTH AND SOUTH SHROPSHIRE COLLEGE OF FURTHER EDUCATION
Stourbridge Road, Bridgnorth WV15 6AL
LECTURER GRADE ONE IN BUSINESS STUDIES
Required for September 1983.

Applicants should be able to offer 4 BEC subject from amongst the following:- Distribution, World of Work (General level), Banking Supervision, Industrial Relations (National level). In addition ability to assist in the area of basic arithmetic/numeracy.

Accounts/book-keeping or computer appreciation would be helpful, especially with courses designed for YTS trainees.

Applicants should be graded or holders of professional qualifications in business - related disciplines and possess a teaching qualification.

Experience in industry or commerce would be an advantage.

Further particulars and application forms (to be returned by Monday 20th June) available from the Principal (S.A.E.). (12774) 220026

SOLIHULL
SOLIHULL COLLEGE OF TECHNOLOGY
Blossomfield Road, Solihull B91 1SB

Required in the Department of Business and Industrial Studies.

Lecturer I in Business Studies/Banking. Lecturer I in Business Studies (2 posts).

Further details and application forms from Principal on receipt of s.a.e. (06537) 220026

STAFFORDSHIRE
EDUCATION COMMITTEE
STAFFORD COLLEGE OF FURTHER EDUCATION
LECTURER GRADE I IN RESOURCE CONTROL IN HOTEL AND CATERING OPERATIONS.
£5,355 to £9,267 per annum.

Application forms and further particulars are available from the Chief Administrative Officer, Stafford College of Further Education, Earl Street, Stafford ST16 2QR.

All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (05456) 220026

STAFFORDSHIRE
EDUCATION COMMITTEE
STAFFORD COLLEGE OF FURTHER EDUCATION
LECTURER GRADE I IN PRODUCTION ENGINEERING
£5,355 to £9,267 per annum.

Application forms and further particulars are available from the Chief Administrative Officer, Stafford College of Further Education, Earl Street, Stafford ST16 2QR.

All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (10266) 220026

SOMERSET
YEOVIL COLLEGE
Yeovil
(Tertiary College)

Due to expansion of Y.T.S. training, the College requires the following Temporary Lecturer Grade I's from 1st September 1983. These posts are for one academic year. But with a possibility of permanent employment to follow:-

(i) Lecturer Grade I in Electrical Installation, to teach craft practice, regulations and related theory to block and day release students on City and Guilds course 236.

(ii) Lecturer Grade I in Plumbing, Heating and Ventilation. To teach craft practice, regulations and related theory to block and day release students on City and Guilds Course 596.

(iii) Lecturer Grade I in General Building Subjects. The successful applicant should be able to offer carpentary and joinery to City and Guilds craft standard, and brickwork or painting to first year craft level.

(iv) Lecturer Grade I in Secretarial Subjects. Applicants should be able to offer a selection of the following subjects:- Audio Typing, Secretarial Duties/Office Practice, Shorthand (Pealina), Typing, Word Processing/Information Processing, plus the ability to teach some Basic Business Studies to the level of BEC. General Diploma.

Application forms and details (SAE) from the Director of Resources, Yeovil College, Ilchester Road, Yeovil. Closing date: 15th June 1983. (06566) 220026

STAFFORDSHIRE
EDUCATION COMMITTEE
STAFFORD COLLEGE OF FURTHER EDUCATION
ASSOCIATE LECTURER (Half Time - Lecturer Grade I) IN DOMESTIC SUBJECTS.
£5,355 - £9,267 pro rata.

To teach full time and part time courses in Domestic Cookery and Allied subjects. A teaching qualification and relevant experience would be an advantage but not essential.

Application form and further particulars are available from the Chief Administrative Officer, Stafford College of Further Education, Earl Street, Stafford ST16 2QR.

All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (12604) 220026

SUFFOLK
COUNTY COUNCIL
WEST SUFFOLK COLLEGE OF FURTHER EDUCATION
Out Risbygate, Bury St Edmunds
Tel: B. St E. 701301

LECTURER GRADE II AND LECTURER GRADE I IN SPECIAL EDUCATION

Required for September 1983.

The Lecturer II will help to establish a new unit for handicapped young people with severe learning difficulties. It is essential for applicants to be appropriately qualified and have experience of teaching young people with special needs either in Further Education or in the upper years of special schools. The Lecturer I will similarly teach in the Special Needs Unit, and newly qualified or otherwise experienced people may apply.

LECTURER GRADE I IN ACCOUNTANCY.

Required for September 1983 to teach on a range of courses, including BEC National and General; GCE 'A' level, and various professional courses. Ability to offer other Business Education subjects would be an advantage.

Further information and application forms (s.a.e.) available from the Principal. (04658) 220026

Lancashire County Council

An Equal Opportunities employer

PRESTON W. R. TUSON COLLEGE,
St. Vincent's Road, Fulwood, Preston
1st September 1983 or as soon as possible thereafter
SENIOR LECTURER – DIVISION OF ROAD TRANSPORT ENGINEERING – ALSO TO CARRY OUT DUTIES OF HEAD OF DIVISION
Forms/further details from/to Chief Administrative Officer at the College. (Sae please).

BURNLEY COLLEGE OF ARTS AND TECHNOLOGY,
Shorey Bank, Off Ormerod Road, Burnley
1st September, 1983
TWO POSTS:
1. LECTURER II IN BRICKWORK (CONSTRUCTION DEPARTMENT)
2. 1st September 1983, or as soon as possible thereafter **LECTURER II IN CHILD EDUCATION (NNEB COURSES) IN DEPARTMENT OF CHILD STUDY AND COMMUNITY CARE**
Forms/further details from/to The Principal at the College. (Sae please).
Closing date for all the above posts: 17th June, 1983.

STAFFORDSHIRE
EDUCATION COMMITTEE
NEWCASTLE COLLEGE OF FURTHER EDUCATION AND SCHOOL OF ART
LECTURER GRADE I
To teach drawing to Foundation and Datec groups £5355 to £9267 per annum
Required from 1st September 1983, or as soon as possible thereafter.

Ability to offer a further subject would be an advantage.

This post is available under the job release scheme and therefore applications can only be considered from suitably qualified persons on the unemployment register.

Application forms and further particulars are available from the acting Principal, Newcastle College of Further Education and School of Art, Liverpool Road, Newcastle, Staff. ST5 2DF to whom they should be returned by 13th June 1983.

All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (06894) 220026

STOCKPORT
METROPOLITAN BOROUGH OF STOCKPORT
STOCKPORT COLLEGE OF TECHNOLOGY
(Re-advertisement)

Applications are invited from those holding recognised teaching qualifications and with the relevant experience for the following post in the DEPARTMENT OF APPLIED SOCIAL SCIENCES.

Lecturer Grade II in further special education.

To take responsibility for educational provision for SPECIAL NEEDS STUDENTS (ESN(M) and ESN(S)) in the College.

Salary scale: £6,855 - £11,022 (under review).

Application forms and further particulars are available from the Principal, Stockport College of Technology, Wellington Road South, Stockport SK1 3UQ, Tel: 061 480 7331, (quoting reference 582) to be returned by 20th June 1983 for interview on or before 6th July 1983. (10295) 220026

SURREY
COUNTY COUNCIL
REDHILL TECHNICAL COLLEGE
LECTURER I - ELECTRONICS & TELECOMMUNICATIONS

Applications are invited from men and women for appointment on 1st September 1983 or as soon after as possible as Lecturer I in the Department of Engineering, to teach electronics and telecommunications to TEC and Craft students. Candidates should be suitably qualified and have industrial and/or teaching experience.

Salary (including Area Allowance) £5895 - £9981 according to qualifications and experience.

Further details of this post and of relocation assistance, together with application form may be obtained from the Staff Officer, Redhill Technical College, Gatton Point, Redhill, Surrey. (Tel: Redhill 64717). (10687) 220026

WARWICKSHIRE
NORTH WARWICKSHIRE COLLEGE OF TECHNOLOGY AND ART
Hinckley Road, Nuneaton CV11 6BH

Applications are invited for the following posts:

LECTURER I IN MATHEMATICS

To teach at 'O' and possibly 'A' level to full-time and part-time students. An ability to offer a Science subject to G.C.E. 'O' level would be an advantage.

LECTURER I FOR THE RETURN TO LEARN SCHEME

Flexibility and ability to motivate unemployed students will be essential. There will also be a requirement to teach within the college as well as working closely with other agencies.

LECTURER II IN COMPUTER STUDIES

To play an important part in the running and further development of the Computer Centre. Suitably qualified candidates with relevant industrial or commercial experience will be expected to have a sound understanding of mini/micro hardware and software.

LECTURER I IN COMPUTER STUDIES (2 POSTS)

To teach within the college Computer centre. Versatility and enthusiasm are important requirements. An appropriate qualification is essential and industrial or commercial experience an added advantage.

TEMPORARY LECTURER I IN CATERING (AVAILABLE FOR 12 MONTHS FROM 1ST SEPTEMBER 1983)

To teach Housekeeping, Reception and Catering Administration subjects.

Salary: Lecturer I £5,355 - £9,267 p.a. (under review), Lecturer II £6,855 - £11,022 p.a. (under review).

Further details and application forms available from the Academic Staff Officer at the College (SAE please). Closing date, ten days after the appearance of the advertisement. (01184) 220026

WARWICKSHIRE
EAST WARWICKSHIRE COLLEGE OF FURTHER EDUCATION
Lower Hillmorton Road, Rugby CV21 3QS
(Tel: Rugby (0788) 73133)

Required 1st September 1983, Lecturer I in Health Education to be Course Tutor to full-time students and develop a Health Education programme.

Further details and application form from The Principal at the College (SAE please). Closing date is two weeks from the date of the appearance of this advertisement. (01185) 220026

WEST GLOUCESTERSHIRE
COLLEGE OF FURTHER EDUCATION
College Road, Cinderford, Glos.
Tel: Dean 22191

Applications are invited for the following Temporary, Full time Lecturer Grade I. Posts on a 1 year contract (renewable) to teach trainees on the M.S.C., Y.T.S. Programme from September, 1983.

Ref. H.E. For the Home Economics Department - One Lecturer to teach to the C & G.686 (Foundation Food Industries Certificate) Course and additionally General Hygiene and Food Handling subjects.

Ref. B.S. For the Management and Business Studies Department - One Lecturer to teach retail and distribution subjects up to B.E.C. National Certificate standard. Ability to offer accounts and business calculations would be an advantage.

S.a.e. for full details and application form from the Principal (State Ref). Salary within the range of £5,355 to £9,267 (under review). (10083) 220026

WEST SUSSEX
WORTHING COLLEGE OF TECHNOLOGY
Broadwater Road, Worthing
Required September, 1983
DEPARTMENT OF BUSINESS STUDIES

LECTURER Grade I in Distribution Studies for YTS Programmes. Required to teach one or more of the following to BEC General and BEC National Levels:

Elements of Distribution, Introduction to Selling, Introduction to Merchandise Display, Sales Function and Selling Methods, Introduction to Marketing and Business Calculations.

DEPARTMENT OF CATERING, HEALTH AND SOCIAL WORK
LECTURER GRADE I in Front Office and Reception Studies

Applications are invited from persons with recognised professional qualifications and good industrial experience for the appointment of a Lecturer I to teach Front Office and Reception Studies to full-time and part-time students taking Hotel and Catering Operations Courses.

DEPRTMENT OF GENERAL AND COMMUNITY EDUCATION
TEMPORARY LECTURER GRADE I IN REMEDIAL EDUCATION (ONE YEAR POST)

Required teacher experienced in remedial numeracy/literacy work with young people with learning difficulties, including ESN(M). The person appointed will teach students to Work Introduction and other MSC courses and will help in the development of remedial education in the College as a whole. There is a possibility that a permanent post might eventually be created.

Salary in accordance with Burnham FE Report on an incremental scale within the range £5,646 to £9,735, starting point dependant upon qualifications, training and experience.

Further particulars and application form from Chief Administrative Officer at the College on receipt of large s.a.e.

Closing date 14 days after appearance of this advertisement. (10597) 220026

WILTSHIRE
SALISBURY COLLEGE OF ART
DEPARTMENT OF FASHION/HAIRDRESSING

Required for September 1983 or as soon as possible thereafter, Lecturer Grade I who will act as Course Tutor for 1st Year DATEC Fashion Course. Candidates should have good background training in Fashion Design with ability to teach Textile Design also. Part-time vacancy also: eleven hours per week in General Fashion and Knitwear.

Application forms and further details from Clerk to the Governors, Salisbury College of Art, Southampton Road, Salisbury, Wiltshire. (10625) 220026

WILTSHIRE
SALISBURY COLLEGE OF TECHNOLOGY
Southampton Road, Salisbury

Required for 1 September 1983.

DEPARTMENT OF FOOD STUDIES.

Lecturer Grade I in Food Service

Lecturer Grade I - Applied Science for Hairdressing.

DEPARTMENT OF BUSINESS STUDIES.

Lecturer Grade I - Secretarial Studies

Lecturer Grade I - Geography and Economics

Lecturer Grade I - Business Administration.

Further particulars and application forms are obtainable from the Principal on receipt of a stamped addressed foolscap envelope. Completed application forms should be returned within fourteen days of the appearance of this advertisement. (10622) 220026

Colleges and Departments of Art

Other Appointments

BARNSLEY
METROPOLITAN BOROUGH COUNCIL
TVEI
CREATIVE & PERFORMING ARTS COURSE

The above course is an option within the Technical and Vocational Education Initiative being piloted by the Barnsley Education Authority for the Manpower Service Commission.

The course is of 4 years duration and age on entry will be 14+. The first 2 years are diagnostic and studies are carried out in the students school and at a specialist centre under the auspices of the College of Art & Design. The final two year of the course are of full-time study leading to professional qualifications.

The course covers four main areas of the Creative & Performing Arts: Dance; Drama; Music and Design.

The course aims to provide the first stage in professional training for those students committed to or seriously considering a career as actor, performer, film maker, stage manager or technician etc working in the creative and performing arts.

Initially three new one year appointments are up to be made as additions to existing staff:

LECTURER I DRAMA
LECUTRER I DANCE
LECTURER I DESIGN

The persons appointed will be responsible for the oversight of each of the specialist areas detailed and if the course is successful the appointments may be made permanent at Lecturer II Grade.

The successful candidates will have proven abilities within their own fields of work and posses the necessary energy, enthusiasm and organising ability to contribute to a team of staff in establishing this new vocational course.

Considerable sympathy with understanding of the general education needs and all round development of young people in the 14 - 19 age range particularly important.

Applicants must be trained teachers and have undergone professional training and gained qualifications at one of the leading centres for arts training. Considerable experience in professional production, direction, performance or management within their own field is essential.

Application forms and further details (S.A.E. please) are available from, and should be returned to, The Principal, College of Art and Design, Churchfield, Barnsley S70 2BH. Tel: 85623. (10268) 240026

CORNWALL
EDUCATION COMMITTEE
FALMOUTH SCHOOL OF ART
Woodlane, Falmouth, Cornwall TR11 4RA
Tel: (0326) 313269 and 312948

FOUNDATION STUDIES

D.A.T.E.C. GENERAL ART AND DESIGN COURSE

From September 1983, the School will be offering this two-year Course in Foundation Studies to students from the age of 16 years.

It will be run in conjunction with the one-year Foundation Course and the following new posts will be available for teaching.

PART-TIME

A. PRINTMAKING:- 1 post of 400 hours over 36 weeks.

B. VISUAL COMMUNICATION:- 1 post of 360 hours over 36 weeks.

C. FASHION DESIGN:- 1 post of 375 hours over 36 weeks.

D. 3.D DESIGN:- 1 post of 60 hours over 4 weeks, summer term, 1984.

E. PAINTING:- 1 post of 90 hours over 6 weeks, spring term, 1984.

F. ART HISTORY:- 1 post of 210 hours over 30 weeks.

Salary at Catergory IV:- £10.63 per hour.

Interviews during week commencing 4th July 1983.

Application forms are obtainable from the Registrar at the School to whom completed forms should be returned by not later than 17th June 1983. S.A.E. please. (06795) 240026

Polytechnics

Other Appointments

MIDDLESEX
MIDDLESEX POLYTECHNIC
PART-TIME LECTURERS in PRIMARY TEACHER EDUCATION

Required to contribute to integrated professional courses of applied education studies, both initial and in-service, through either philosophy or psychology or sociology and in the context of recent teaching experience.

The maximum contribution will be two half days a week, paid on an hourly basis.

Applicants should be graduates or hold equivalent qualifications (ie advanced diplomas in the required specialism).

Write, stating day and/or evening availability, and quoting ref A347B to: Dr. A. Grady, Dean, Faculty of Education, Performing Arts and Combined Studies, Middlesex Polytechnic, Trent Park, Cockfosters Road, Barnet, Herts. EN4 0PT. (01150) 260026

Tayside Regional Council

FURTHER EDUCATION

Angus Technical College, Keptie Road, Arbroath

Applications are invited from suitably qualified and experienced persons for the following posts:

Senior Lecturer II in Business and Administrative Studies
Salary Scale – £10,413–£12,228

The successful applicant will have the experience, proven teaching ability and personality required to lead a team of staff teaching SCOTBEC courses in Business Studies and to develop new Administrative Studies courses.

Angus Technical College – Noranside Borstal
Lecturer B in General Education and Remedial Subjects
Salary Scale – £7,644–£10,050 + £264 Environmental Allowance

To be responsible for setting up, teaching, organisation and co-ordination of a programme of General Studies, General Education and Remedial Subjects to the inmates of Noranside Borstal, Angus.

Applicants should possess experience of teaching at an appropriate level.

Perth College of Further Education
– Brahan Estate, Crieff Road, Perth
Senior Lecturer II in Catering
Salary Scale – £10,413–£12,228

The successful candidate will be required to assist with the teaching, organisation of the food service, and front office element of SCOTEC, SCOTBEC, CGLI and YTS Courses.

Relevant industrial and teaching experience is essential and applicants should possess a teaching qualification.

Application forms and further details may be obtained from the Principal at the above address to whom completed applications should be returned by Friday, 17 June 1983.

the College of Ripon & York St John

LECTURERS GRADE II/SENIOR LECTURERS
(£6,855–£12,816 under review)

Applications are invited, from well-qualified teachers, with recent school experience, for the following posts in this Church of England College of Higher Education.

PRIMARY EDUCATION

The successful candidates will be based on the Ripon Campus and contribute particularly to courses in Language and Reading at both initial and in-service levels.
The ability to work as one of a team is essential and experience of collaborative work in developing the infant/primary school curriculum will be an advantage.
There is a specially designed Language and Reading Centre on campus.

SPECIAL EDUCATIONAL NEEDS

The successful candidate will join a team of tutors contributing to initial, in-service and postgraduate courses. A background for work with younger children is preferred and the ability to offer a contribution to work outside the special needs area will be an advantage.
A lively and enthusiastic approach to working with students is essential. The tutor appointed will be based on the Ripon Campus but will also be required to contribute to courses on the York Campus.
There is a joint College/L.E.A. Special Needs Centre on the York Campus which is used by teachers and, increasingly, by other professional workers, voluntary bodies and parents.
Further details and application forms may be obtained from: The Principal, College of Ripon and York St. John, Lord Mayor's Walk, York YO3 7EX to whom completed applications should be submitted to arrive not later than Monday 13th June, 1983.

SOUTH GLAMORGAN COUNTY COUNCIL
South Glamorgan Institute of Higher Education (Cardiff)

FACULTY OF EDUCATION
Department of Social Work

LECTURER 2

CERTIFICATE COURSE IN THE FURTHER EDUCATION AND TRAINING OF MENTALLY HANDICAPPED PEOPLE

To commence duties on 1 September 1983. Applicants should be appropriately qualified and experienced in the teaching of ... [illegible]
The post offers the opportunity of making a contribution to the development of this new two-year course which is designed to meet the urgent need for appropriately trained personnel in the post-school field of mental handicap.
This is a re-advertisement and previous applicants will be re-considered.
Salary Scale: £6,855–£11,022 pa.
Further particulars and application forms may be obtained from The Personnel Officer, South Glamorgan Institute of Higher Education, Cyncoed Centre, Cyncoed Road, Cardiff CF2 6XD. Completed applications should be returned within fourteen days of the appearance of this advertisement. Post No. L2/147.

D·M·I·H·E
DONCASTER METROPOLITAN INSTITUTE OF HIGHER EDUCATION

DEPARTMENT OF HUMANITIES

LECTURER I IN PHYSICAL EDUCATION AND RECREATION

Required if possible for the beginning of the Autumn Term 1983, a qualified teacher as Lecturer I in Physical Education and Recreation, with expertise in the following areas:
- Ladies Physical Education and Recreation: and associated subject areas
- Theoretical work on one or more of Sport in Society, Sport Science, Sport Psychology.
- Open Country Pursuits and Winter Sports.

Salary scale: Lecturer I – £5,355–£9,267. Salary award pending. Placing on this scale is dependent on qualifications and experience.
Closing date for applications 14 days from date of publication.
Please send stamped addressed envelope for application form and further particulars to:
Staffing Section
Doncaster Metropolitan Institute of Higher Education
Waterdale,
Doncaster DN1 3EX.

University Appointments

MANCHESTER

THE UNIVERSITY OF MANCHESTER

DIRECTOR OF THE HESTER ADRIAN RESEARCH CENTRE

Applications are invited for the post of Director of the Hester Adrian Research Centre for the Study of Learning Processes in the Mentally Handicapped which has fallen vacant on the resignation of Professor P.J. Mittler. The Centre, which has a staff of 21 research workers, is one of the country's leading centres in the field of mental handicap research. The post of Director is permanent and commands a salary in the professorial range.

Applications giving details of qualifications, experience, etc. and the names and addresses of three persons to whom reference may be made should be sent not later than Monday, July 4th, 1983, to the Registrar, University of Manchester, Manchester M13 9PL, from whom further particulars may be obtained. Please quote ref. 93/83/TES. (06546) 280000

Research Posts

BRISTOL

UNIVERSITY OF BRISTOL
SCHOOL OF EDUCATION
RESEARCH ASSISTANT

Applications are invited for the post of Research Assistant to work on an SSRC funded project on the Development of Children's Understanding about Verbal Communication. Applications should be either psychology graduates with experience of working with young children, or infants' school teachers with research experience. The post is tenable for three years from 1st October 1983, or as soon as possible thereafter. Initial salary will be up to £6,375 (Salary Range IA: scale under review). A part-time appointment may be possible.

Applications, giving details of qualifications and experience, together with the names and addresses of two referees, should be sent by 30th June, 1983, to the Secretary, University of Bristol School of Education, 35 Berkeley Square, Bristol BS8 1JA (Reference CWH), from whom further particulars may be obtained. (10249) 280000

Colleges of Higher Education

Other Appointments

CHESTER

COLLEGE OF HIGHER EDUCATION

LECTURER/SENIOR LECTURER IN SPECIAL NEEDS

Applications are invited for the full-time post of Lecturer/ Senior Lecturer in Special Needs available from September 1983 or January, 1984. The vacancy arises from a recent promotion and the person appointed will be required to contribute to courses on Special Educational Needs in Ordinary Schools at initial training and post-qualification levels.

Further details and application form from the Principal, Chester College of Higher Education, Cheyney Road, Chester CH1 4BJ, to whom applications should be returned by 17th June, 1983. (05828) 340026

ESSEX

LECTURER IN ELECTRONIC SERVICING
Required from 1st September 1983, or as soon as possible, to teach light-current subjects to City and Guilds 224 Electronic Servicing and comparable courses.
Applicants should have appropriate qualifications and good industrial or trade experience. An up-to-date knowledge of, and ability to teach, industrial electronics and/or micro-electronic topics would be an advantage.
SALARY: (under review) LECTURER GRADE I £5,355 - £9,267 per annum according to qualifications and experience.
Application forms and further details obtainable from the Director, Colchester Institute, Sheepen Road, Colchester, Essex CO3 3LL (Tel: 70271, Ext. 95).
Closing date: Friday, 17th June, 1983. (06444) 340026

HERTFORDSHIRE
COUNTY COUNCIL

HERTFORDSHIRE COLLEGE OF HIGHER EDUCATION

Applications are invited for the following posts from September 1983 or January 1984:

LECTURER IN EDUCATION with special reference to the Education of Mentally Handicapped Children.

This is a temporary two year full time appointment.

Preference will be given to applicants who can offer teaching experience with severely and profoundly handicapped children.

The person appointed will be expected to contribute to B.Ed. Advanced Diploma and M.Ed. courses in Special needs.

LECTURER IN MATHEMATICS

This is a full-time permanent post. The person appointed will be expected to make a major contribution to Primary professional courses. Ability to contribute to Main Study or Special Education courses will be an advantage.

Particulars and application form may be obtained from the Principal, Hertfordshire College of Higher Education, Wall Hall, Aldenham, Watford, to be returned within 14 days with the names of 3 referees. (12700) 340026

LUTON
LUTON COLLEGE OF HIGHER EDUCATION
DEPARTMENT OF SCIENCE
TEMPORARY LECTURER GRADE II IN CARTOGRAPHY
Required from 1st September 1983. The person appointed would be principally teaching cartography in the Higher Diploma (TEC) in Geographical Techniques courses. Ability to contribute to surveying courses at Higher Diploma and Degree level is desirable.
Details and application Form from Assistant Director, LCHE, Park Square, Luton LU1 3JU. Tel: (0582) 34111, Ext. 740. Bedfordshire Education Service. (12759) 340026

Adult Education

BRISTOL
FOLK HOUSE
Independent Adult Education centre with strong Arts Element and Plans for Development require ASSISTANT WARDEN.
Burnham Lecturer II 0 - 4. Two year contract in first instance.
Details and forms from Roger I. Cann Warden, 40 Park St., Bristol BS1 5JG. (02694) 380000

Bulmershe College of Higher Education

Required for January 1984 (or earlier if possible)

LECTURER II/SENIOR LECTURER IN MATHEMATICS/MATHEMATICAL EDUCATION

(re-advertisement)

to join an active team of tutors who offer a wide range of courses in initial and in-service teacher training. Applications are sought from mathematicians with broad interests in teacher education.

Recent school experience is essential for the post and experience of Primary schools would be an advantage. The successful applicant will have the opportunity to teach on a variety of courses.

Previous applications will be re-considered.

Further particulars and application forms may be obtained from the Deputy Principal, Bulmershe College of Higher Education, Woodlands Avenue, Earley, Reading RG6 1HY. Tel: (0734) 663387, ext. 226.

Completed forms to be returned by 1st July, 1983.

Berkshire County Council is an equal opportunity employer.

HAMPSHIRE
RE - ADVERTISEMENT
Required from 1st January 1984.
LECTURER II for the post of CENTRE HEAD of BRUNE PARK ADULT EDUCATION CENTRE: to administer the adult education programme of the Centre, based on a comprehensive school in Gosport, and to develop work offcampus.
Applicants should be graduates or hold equivalent qualifications and be qualified teachers with substantial experience of Adult Education. Experience of net budgeting is desirable, as is an interest in staff development.
Salary Scale: £6,866 - £11,022 p.a.
For application forms and further details send S.A.E. to the Principal, Fareham Technical College, Bishopsfield Road, Fareham, Hants PO14 1NH. (10523) 380000

NORFOLK

THORPE ADULT EDUCATION CENTRE

HEAD

Applications are invited for the post of Head to take office as soon as possible.

The salary will be at an appropriate point within the Burnham FE scale for Principals of a Group I College.

The successful candidate will have wide experience and approrpaite qualifications and be able to advance the work of the Centre in an effective and imaginative manner.

Application forms and further details (s.a.e. please) from the County Education Officer (ref. F/61), County Hall, Norwich NR1 2DL, to whom completed forms should be returned within 14 days of the appearance of this advertisement. (12802) 380000

VICE-PRINCIPAL

of an Area Institute (AEYC/SJW/273)

£13,787 pa (salary award pending)

Birmingham's Integrated Adult Education, Youth and Community Service is developing a neighbourhood staffing structure designed to meet the particular needs of local communities. It is organised through area institutes whose Principals, each supported by a Vice-Principal, are responsible for adult education, youth and community provision made by the Local Authority and for supporting and liaising with voluntary organisations and public services involved in adult education, youth and community work.

A vacancy has arisen following the promotion of a Vice-Principal to a post of Principal. The institute to which the appointment will be made will depend upon a review of staffing now taking place.

Application form and details (please send sae) from:
City of Birmingham Education Department
Adult Education, Youth and Community Branch
Margaret Street, Birmingham B3 3BU

Closing date: 20th June, 1983.
Canvassing will disqualify.
There is a scheme for assistance with removal expenses.

BIRMINGHAM CITY COUNCIL

Community Education Service

PRINCIPAL

Colchester Adult Education Centre

An experienced and imaginative Adult Educator is required from 1st January, 1984 or sooner to lead and develop the work of this large Centre, and to contribute to the Community Education Service in North Essex. The Centre has its own substantial premises in the town centre and enrols 5,000 students each year. Applications are invited from candidates with proven ability and experience.
Salary: Burnham (FE) Principal II £16,072.

ADVISORY TUTOR FOR ADULT BASIC EDUCATION

An Advisory Tutor is required for the Basildon/Thurrock area. Applicants should have experience in Adult Basic Education in the education of unemployed adults.
Salary: Burnham (FE) Lecturer II £7,215–£11,568.
Application form and job description for both of the above posts are available from the County Education Officer, Community Education Service, Threadneedle House, Market Road, Chelmsford. Tel: Chelmsford 67222, Ext. 2562.
The closing date for applications is Friday, 17th June, 1983.

ESSEX County Council

Community Homes and Associated Institutes

Other Appointments

CHESHIRE
NATIONAL CHILDREN'S HOME
Danesford, Congleton.
A Community Home with Education on the Premises providing places for 50 boys and girls aged 10 - 16 years.
REQUIRED FOR SEPTEMBER OR JANUARY. A DEPUTY HEAD (EDUCATION) to assume responsibility for developing the educational programme and to share responsibility for the Home with the Head and Deputy (Child Care).
Danesford is evolving a flexible approach to the individual needs of young adolescents, providing specialist intervention in an atmosphere of acceptance approval.
The service is fully recognised and pensionable under the Teachers' Superannuation Scheme. Salary according to the Joint Negotiating Committee Scale for Former Approved Schools Group III
Good Accommodation is available if required.
NCH is a Christian based Organisation.
Intending applicants who wish to visit Danesford may do so by contacting the Head Mr. Denis Hagon. Tel: Congleton (02602) 2963.
Further details and application forms from Staffing Secretary, National Children's Home, 85 Highbury Park, London N5 1UD. Application forms to be returned by 24th June. (00821) 400026

HILLINGDON
TECHNICAL STUDIES TEACHERS
Please see main advertisement under Secondary School's Technical Studies, Scale I. (06889) 400026

Youth and Community Service

CLEVELAND
H.E.L.P.
COMMUNITY ARTS LEISURE OFFICER
£4,719 per Annum
An enthusiastic community arts person (preferably with some experience) is needed to join a team Project in Stockton-on-Tees, Cleveland.
The successful applicant will be responsible for work in the community with emphasis on the unemployed, using the medium of community arts.
S.A.E. for application form and job description from the Hardwick Youth Centre, Hardwick Estate, Stockton-on-Tees, Cleveland TS19 8BU. Tel: (0642) 66558. To be returned by 20th June, 1983. (06678) 440000

CLWYD
COUNTY COUNCIL

EDUCATION DEPARTMENT

FULL-TIME YOUTH LEADER/WARDEN

For Saltney Youth and Community Centre, Saltney, near Chester.

Applications are invited from suitably qualified and experienced candidates. The post is superannuable and the salary is in accordance with JNC Range 3 or the scales for Youth Leaders and Community Wardens, £7,146 - £8,766 p.a.

Application forms and further details obtainable from the Director of Education, Shire Hall, Mold (Tel: Mold 2121, Ext. 594) to be returned by 24th June. (01169) 440000

EAST SUSSEX
District Youth Worker (Salary range JNC 3D) required from 1st September 1983. A qualified and experienced man or woman is sought for this important post in the county town of Lewes.
Relocation Grant Scheme available in approved cases.
Application forms and further details available from (s.a.e. please) and returnable to the County Education Officer (Ref: FW), County Hall, St Anne's Cresent, Lewes, East Sussex. BN7 1SG, by 20th June 1983. (04229) 440000

HAMPSHIRE
SOUTHAMPTON INSTITUTE OF ADULT, YOUTH AND COMMUNITY EDUCATION
Applications are invited for the following new post
WEST DISTRICT YOUTH CO-ORDINATOR
(Salary Burnham F.E. Lecturer II £7,215 - £11,568)
The person appointed will be responsible for co-ordinating a team of full and part-time youth workers and for a limited period a field work role in support of the young unemployed. They will also be expected to contribute to and work within a multi-disciplinary team of field workers.
S.A.E. for application form and details to Vice-Principal, Western Adult Education Centre, Stafford Road, Southampton SO9 5ST. Closing date for completed applications: 17th June, 1983. (10068) 440000

Overseas Appointments

ABU DHABI

REQUIRED FOR SEPTEMBER, 1983.

A FULLY QUALIFIED AND EXPERIENCED PRIMARY SCHOOL TEACHER who has the qualifications, relevant experience and ability to take responsibility for the development of Computer Education throughout the school. The applicant should have an interest in pursuing links with other subjects and in dealing with pupils of mixed ability in the 7yrs - 11yrs age range.

The person will be required to play an active part in the life of the school outside the classroom assisting with extra-curricular activities.

Committed and professional teachers should apply in their own handwriting with a full c.v., including photograph to: Miss M. Roach, Al Khubairat Junior School, P.O. Box 4001, ABU DHABI, U.A.E. (04696) 460000

ASSISTANT COMMUNITY EDUCATION OFFICER

Soulbury £11,763–£13,188
Braintree Area

This is one of twelve posts working with specifically designated geographical areas in the County. The post is based at Braintree Youth and Community Service and general work with the community in the Braintree Area.
In addition to local responsibilities the Assistant Community Education Officer is expected to contribute to the organisation of County events, special projects and youth leaders training course. Applicants should be teachers, qualified youth leaders or graduates in a relevant discipline.
Closing date: 17th June, 1983.
Application form and further details available from the County Education Officer (P), PO Box 47, Chelmsford, Essex. (Tel: Chelmsford 67222, Ext. 2626).

ESSEX County Council

PRINCIPAL/ DIRECTOR

BRUMMANA HIGH SCHOOL

The Lebanon

The School Originally a Quaker foundation in the 1870's, Brummana now has 700 pupils from Kindergarten to 18. Essentially Lebanese, but with a strong British tradition, the School has excellent facilities and an established reputation. Pupils work to the Lebanese Baccalaureate in English and Arabic under a mixed local and expatriate staff.
The Post Involves full academic and organisational responsibility, including an element of business management. Areas of particular concern will be English tuition and the extra-curricular programme.
Candidates Should be suitably qualified and experienced. Knowledge of French and/or Arabic would be an advantage, as would familiarity with the Baccalaureate system.
Salary In the range 84,000 to 96,000 Lebanese pounds pa, (£14,000/16,000, approximately). Tax rate 10%. Rent free accommodation on campus, annual home leave fare paid. UK superannuation, baggage allowance. Two year contract, renewable.
For further details and application form, please contact:
Mr P. C. Gummer,
Gabbitas-Thring Services Ltd,
6, 7 & 8 Sackville Street,
Piccadilly, London W1X 2BR
Tel: 01-734 0161.

Gabbitas-Thring

Use your teaching skills to train our young people so that they in turn may help to further develop our nation.

LECTURER: HISTOLOGY
(Med-Lab Technology)
Qualifications:
Applicants should have an appropriate recognised diploma in Medical Laboratory Technology or a Science degree specialising in histology plus a minimum of three years of work experience in a large hospital. Teaching experience would be an advantage.

LECTURER: PARASITOLOGY
(Med-Lab Technology)
Qualifications:
Applicants should have an appropriate recognised diploma in Medical Laboratory Technology or a Science degree specialising in Parasitology with at least three years of work experience. Teaching experience would be an asset.

LECTURER: BACTERIOLOGY
(Med-Lab Technology)
Qualifications:
Applicants should have a recognised diploma in Medical Laboratory Technology or a Science degree specialising in Bacteriology. At least three years of Med-Lab experience will be required.

LECTURER: ENVIRONMENTAL HEALTH
(Public Health) (2 posts)
Qualifications:
Applicants should have an appropriate recognised qualification in Environmental studies (Public Health), with at least three years of practical experience in City Councils or comperable Government institutions. One of the posts requires a veterinary qualification in addition.

LECTURER: PHARMACY
(2 posts)
Qualifications:
Applicants should have a University degree in Pharmacy or an equivalent diploma in Pharmacy Technology with at least three years of work experience in the field including the dispensing of drugs in a large hospital.

HEAD OF SECTION:
MASS COMMUNICATION
(Journalism)
Qualifications:
Applicants should have a University degree in English or any of the liberal arts with a post graduate diploma in Journalism. At least four years of experience in all aspects of mass communications will be required for this senior post.

LECTURER: COMPUTER SCIENCE
(2 posts)
Qualifications:
Applicants should have an appropriate recognised qualification in Computer Science with several years of experience in computer programming and at least two years experience as a senior programmer or senior designer or analyst.

LECTURER:
FINANCIAL ACCOUNTANCY
(2 posts) (EHC & ZIT)
Qualifications:
Applicants should have a University degree or a recognised national diploma in Business Administration or Commerce with a major in Financial Accounting and preferably auditing. A period of two years work experience is required. Experience as a teacher of the subject will be an asset.
Duties:
To teach Financial Accounting to students preparing for a diploma in Business Studies.

LECTURER:
MINE SURVEY TECHNOLOGY
Qualifications:
Applicants should have a University degree in Mine Survey Technology or a recognised national diploma in Mine Survey or equivalent with not less than three years practical experience in the field.

SENIOR LECTURER:
FLUID MECHANICS
Qualifications:
Applications should have a University degreee in Mechanical Engineering with a bias for fluid mechanics, or a full technological certificate or HND/HNC in fluid mechanics. In each case candidates should have not less than three years experience in industry. A teaching qualification or teaching experience will be an advantage.

SENIOR LECTURER:
AUTO-ENGINEERING
Qualifications:
Applicants should have a University degree in Mechanical Engineering or a full technological certificate or NHD/HNC in Auto-engineering with not less than three years of industrial experience. Teaching experience will be an asset.

LECTURER:
INSTRUMENTATION
Qualifications:
Applicants should have a Chemical, Electrical or Mechanical degree qualification or a recognised national diploma in process control. At least two years of industrial experience will be required especially in the maintenance area. Teaching experience will be an asset.

LECTURER: QUANTITY
SURVEY TECHNOLOGY
Qualifications:
Applicants should have a recognised national diploma in Quantity Survey Technology with at least two years of industrial experience. A teaching qualification or teaching experience would be a strong advantage as would be membership of the surveyors professional organisation.

LECTURER:
LAND SURVEY TECHNOLOGY
Qualifications:
Applicants should have a degreo or a recognised national diploma in Land Survey Technology with at least two years of practical experience in the field. Membership of the Institute of Surveyors would be a strong advantage as would be any teaching experience.

LECTURER:
CIVIL ENGINEERING
Qualifications:
Applicants should hold a degree in Civil Engineering or a national diploma in Civil Engineering technology with at least two years of industrial experience. Teaching experience will be an advantage.

SENIOR LECTURER:
AERO-ELECTRONICS
Qualifications:
Applicants should have a University degree in electronics engineering and a specialised qualification in aero-electronics or a national diploma in aero-electronics with special emphasis on the semi-conductor theory and application, and a minimum of four years experience in telecommunications preferably with civil aviation or armed forces in the installation of HG, VHF, SSB, FSK, fixed and mobile services, tape recorders and remote control systems. Experience in Air navigation aids like VOR, ILS, VDF, GCA and NDB surveillance radar would be a strong advantage.

Duties:
The sucessful candidate will be required to teach post-school certificate students on a three year full time course leading to the Zambian diploma in the appropriate field.

Salaries and Benefits

Head of Section:	K7212 – K8028 (*£4500 – £5000)
Senior Lecturer:	K7008 – K7824 (*£4400 – £4900)
Lecturer:	K4764 – K7416 (*£3000 – £4650)

All posts attract supplements paid tax free by the British Government at rates ranging from £6112 p.a. for a single Lecturer (£9900 p.a. for a married lecturer) to £14058 p.a. for either a single or married Head of Department.

You will also enjoy low cost accommodation, low taxation and free air passages for yourself and immediate family.

**N.B. Sterling equivalents given are approximations only due to exchange rate fluctuations.*

For further information please send full personal/professional details (in total confidence and without obligation) to: Recruitment Officer, Zambia High Commission, 7-11 Cavendish Place, London W.1.

Zambia

OVERSEAS
continued

ABU DHABI

AL KHUBAIRAT INFANT SCHOOL
P.O. Box 4001, Abu Dhabi
Required for September 1983 experienced infant teacher as music specialist for this large infant school/24. One year contract renewable. Free accommodation and annual air fare, tax free salary.
Hand written letter of application plus full C.V. and recent photograph to the Headmistress, Miss M M R Sparks at the above address. (00822) 460000

ATHENS TO ZIMBABWE

Hundreds of teachers working all over the world learned Teaching English as a Foreign Language (TEFL) with Linguarama before taking up their position. See also under 'Educational Courses'. (55523) 460000

CHRISTIAN TEACHERS

Needed for Secondary Schools in Africa and New Guinea. Challenging work. Volunteer terms.
Volunteer Missionary Movement, Shenley Lane, London Colney, Herts. AL2 1AR. (16299) 460000

AFRICA

THE GAMBIA
Marina International School requires experienced infant and junior teachers for September, 1983 and January 1984. ESL background an advantage. Terms are similar to those offered by voluntary organisations recruiting teachers for overseas. Posts would suit single applicants and teaching couples.
Further information may be obtained by writing to the address below: Written applications including the names of two referees should reach the school within one month of the appearance of this advertisement. The Headmaster, Marina School, P.O. Box 717, Banjul, The Gambia. (01177) 460000

CYPRUS

TEACH IN CYPRUS AND THE MIDDLE EAST
Many hundreds of teachers for all subjects and grades will be required from primary to university levels for this and the next academic year. Good pay, no tax, warm climate and good employment conditions.
For details of how to contact employers please send one pound. Should you find this offer unacceptable please tell us why, return our literature and we shall send you your money less 30 pence for postage.
Epic, P.O. Box 3711, Nicosia, Cyprus. (63743) 460000

GERMANY

AUSTAUSCHPARTNER FUR 1984/5 GESUCHT
Swap your job with a Gymnasium teacher (English/PE) for 1984/5 and application through the official exchange scheme guarantees salary, housing and job security.
Contact Hans-Peter Schultze, Kirchhorder Strasse, 195 4600 Dortmund 50 W. Germany. (05308) 460000

GREECE

EFL teachers required for Greece.
Send C.V. and photo to: Michael Sophiadis, 57, Vass. Sophias Street, Larissa, Greece. (10415) 460000

SPAIN

Teacher of English required for small English Academy in N.W. Spain.
Please include C.V., photograph, letter of application and telephone number to: Castor Cordal Garrido, Apdo. de Correos n. 12. Cambados, Pontevedra, ESPANA. (10242) 460000

EFL Teachers required South of Italy from October '83 to June '84. Very good salary. Free accomodation shared in furnished flat. Send curriculum and reference to: ENGLISH CENTRE, Via Pio XII, 18 - BARI (ITALY) Tel: 080/510558-514533. (12670) 460000

KUWAIT

Developing School requires teachers for Senior Department. PHYSICS, MATHS, COMPUTER SCIENCE, FRENCH. Vacancy in Junior Dept. for MUSIC/REMEDIAL ENGLISH teacher.
Applications with C.V. and photograph to P.O. Box 8640, Salmiya, Kuwait. (05842) 460000

KUWAIT

For September 1983. One teacher of French and English. One Junior teacher and one infant teacher.
C.V. and telephone no. immediately to: Mr. P. Jones, Tor Rise, Starkholmes, Matlock, Derbyshire. (06784) 460000

ITALY

VENICE
Letters of application are invited from Infant School Teachers with TESL experience for a reception class post in the International School, Venice.
Express reply with telephone number please to the British Centre, S. Marco, 4267/A, Venice, Italy. (05821) 460000

MARBELLA

ALOHA COLLEGE
Marbella
(SOUTHERN SPAIN)
360 pupils

Invites Applications for teaching posts for September 1983: O and A Level: French and Spanish, Maths and Physics, O Level Geography, 1 Primary School position. Self-motivated, Hard-Working Teachers sought, Willing to commit themselves.

Length of contract negotiable.

Send C.V. and references to: Aloha College, Marbella, 'El Angel' Nueva Andalucia, Malaga Province. (12720) 460000

MEXICO

The Colegio Britanico Edron, a British/International school in southern Mexico City, requires for 1 September 1983: one teacher of physics/maths to A Level; and one teacher of chemistry/general science to A Level.
The school offers: two year contract, return air fares, baggage allowance, resettlement allowance and Christmas bonuses. Salary: in the range 75,000 to 100,000 pesos monthly (240 pesos = £1 on 26.5.83).
Applications and c.v.s (two copies with recent photo) to Richard Rossne, 13 Raby Place, Bath BA2 4EH by 18 June (single applicants preferred). (05843) 460000

MIDDLE EAST

Qualified Teacher of English as a Foreign Language, with appropriate experience, needed as Director of Studies to help establish English Language Centre in area of great educational need in the Middle East, where there is a large Palestinian refugee population. Salary basic, but work challenging and rewarding.
Please write immediately enclosing c.v., names and addresses of referees, and s.a.e. to: 138 Ramsden Square, Cambridge CB4 2BL. (06683) 460000

PAPUA NEW GUINEA

ANGLICAN CHURCH

HEADMASTER FOR MARTYRS SCHOOL, AGENEHAMBO

A High School for 550 boys from all over Papua New Guinea. Committed Anglican required in December to succeed the present Head (former Australian bush brother). Fully qualified and experienced applicants only considered.

HOLY NAME HIGH SCHOOL FOR GIRLS, DOGURA, MBP

[illegible] required for January, 1984 for Science, Mathematics and English - single women or married couple preferred. ALSO married couple - one interested in agriculture to help run school plantation.

Initial 3 year term. Accommodation and modest salary.

Details from:- The Organising Secretary, The Papua New Guinea Church Partnership, 32 King's Orchard, London SE9 5TJ. (01029) 460000

SOUTH AMERICA

BRITISH AMERICAN SCHOOL
Barranquilla, Colombia, South America
Bilingual School of students aged 3 - 18 years requires 3 qualified Primary Teachers for September 1983. E.F.L. experience an asset for all posts.
Please apply with full curriculum vitae, telephone number and recent photograph to John Payne, Little Orange, East Hagbourne, Didcot, Oxfordshire, by 15 June 1983. (10416) 460000

SPAIN

BRITISH SCHOOL OF ARAGON

Independent co-educational School - 3 - 16

Modern buildings with good facilities

Requires an Art teacher (with a small amount of English Teaching) for September 1983.

Applications with C.V. and names and addresses of two referees to: The British Representative, Lysander, Westland Road, Faringdon, Oxon SN7 7EX. (12762) 460000

SPAIN

English - young TEFL teachers required to start in September.
Send recent photo. Write Oxford Centre, San Miguel 16 Zaragoza. (06785) 460000

TRANSKEI

SOUTHERN AFRICA
Institutional and Hotel Management Course
Experienced lecturer wanted to initiate and run course in the Technical College, Umtata.
Further details and application form from S. Eveleigh, Churchyard Bottom, Heptonstall, Hebden Bridge HX7 7PL, West Yorkshire. (01[illegible]) 460000

U.A.E.

INTERNATIONAL SCHOOL OF CHOUEIFAT
Sharjah, U.A.E.
Applications are invited for September 1983 from qualified and experienced teachers. The school has 1000 children from 3 - 18 yrs and offers G.C.E. 'O' level and the International Baccalaureate.
1. Biology I.B. Higher preferably with General Science also for younger secondary classes.
2. Junior science 6 - 11 yrs.
2 yr contract with free furnished shared accommodation. Annual summer leave with fare to London. No taxes. Gratuity after 2 yrs.
Letters of application with C.V. references and photographs should be sent to Mrs. M. Webb, 85 Westmoreland Terrace, London SW1V 4AQ. Tel: 01-834 2450. (06783) 460000

ZIMBABWE

PETERHOUSE, MARONDERA
Graduates are required in January, 1984:
To teach Chemistry or Biology to 'A' level and General Science lower down in the school.
Peterhouse is an independent Anglican school; the Rector is a member of the Headmasters' Conference (UK); all boarders, non-racial, all staff are resident at the school estate.
If in the UK, please apply initially with brief curriculum vitae to: The Revd Dr. A.J. Megahey, 1 North House, Cranleigh School, Cranleigh, Surrey GU6 8QD. Otherwise to: The Rector, Peterhouse, Private Bag 3741, Marondera, Zimbabwe. (06942) 460000

THE BRITISH COUNCIL

Posts overseas

Indonesia

Teacher of English as a Foreign Language British Council Centre, Jakarta

Duties: Classroom teaching, mainly English for academic purposes to fellowship candidates on pre-departure courses; English for Special Groups and General English at lower intermediate to advanced levels.
The Centre is well equipped with A/V teaching aids and offers opportunities for involvements with audio video production, testing and cultural activities in addition to teaching duties.
Qualifications: Candidates should be single graduates with a postgraduate qualification in TEFL or RSA and a minimum of one year's teaching experience post-TEFL qualification.
Salary: £6,169–£7,584 per annum.
Benefits: Fares and baggage allowance; free shared accommodation; medical scheme.
Contract: 2 years commencing August 1983 [illegible]

Lebanon

Educational Consultant (Early Childhood Education) Educational Resources Centre International College, Beirut

The International College is a prestigious educational institution based in Beirut. The Educational Resources Centre is a consultancy and professional resources centre, working throughout the Middle East and North Africa.
Duties: The candidate will work as a member of a team of educational consultants based in Beirut, travelling to visit and supervise affiliated schools, with specific responsibility for early childhood (age 3–6) activities, including curriculum development and teacher training and supervision.
Qualifications: Candidates should have a postgraduate qualification, a teaching qualification, at least 6 years professional experience, and proven experience in teaching, teacher training, and curriculum development.
Salary: LLeb. 77,400–LLeb. 103,200 per annum (£11,884–£15,853 @ £1 = LLeb. 6.5100). There is a local tax of 12%–15% depending on salary. One month's gratuity given per year of service.
Benefits: Accommodation will either be provided rent-free on the campus, or will be situated in Ras Beirut area with a rent subsidy and basic furniture on loan; Travel Subsistence/allowance payable whilst on duty travel; child allowance given for local schooling; baggage allowance; medical insurance scheme; economy air fare paid for appointee and family (children under 18) if applicable.
Contract: 1 year renewable, guaranteed by the British Council.
Closing date for applications: 18 June 1983 or as soon as possible thereafter.
Reference: 83 A 134T

Syria

3 Teacher of English

Duties: to teach general English to mixed groups of false beginners to post FCE for 24 contact hours per week.
Qualifications: Single candidates, or a married teaching couple, with a degree or certificate of education plus PGCE or TEFL qualification and 1/2 years TEFL experience.
Salary: £6,650–£8,670 per annum.

Benefits: Return air fares, baggage allowance; settling-in grant; accommodation allowance; assistance with medical insurance; superannuation allowance; 56 days leave; resettlement grant.
Contract: 2 years renewable commencing on 15 September 1983.
Reference: 83 D 96–97T

KELT Scheme

The KELT Scheme is part of Britain's aid programme to developing countries overseas.

Maldive Islands

Adviser in ELT Educational Development Centre, Male

Duties: to organise an ESP programme; to assist in upgrading the quality of the English Language Teaching programme of the Teacher Training Section of the Educational Development Centre; to assist in the [illegible] foreign language for primary grades; to assist in the production of radio programmes to supplement materials and textbooks produced for primary grades; to assist in identifying problems of teaching English as a foreign language to Dhivehi speaking children and specifying remedial steps.
Special Qualifications: 5 years experience in production of materials preferably for radio in a developing country essential. Experience of primary level ELT would be an advantage. Teacher training experience is desirable.
Salary: £10,528–£14,663 per annum.
Overseas Allowance: NIL–£1,098 depending on salary and marital status.
Reference: 83 K 9T

Oman

1. Chief Inspector of English Ministry of Education, Muscat

Duties: to advise the Ministry of Education on the teaching of English Language in Government schools; to coordinate the work of the English Language Teaching Unit, which will include distance teaching by television and radio and the production of examinations and supplementary teaching materials, evaluation of materials in use or being trialled; to coordinate the training of teachers and the work of the English Language Inspectorate through the Omani Area Director and to co-operate with the Head of the ELT Unit in ensuring the English Language programme follows the Ministry's established policies; to train an Omani counterpart.
Special Qualifications: Candidates, male only, must have 5 years relevant overseas experience which should include the Arab world; 10 years experience in TEFL with direct teaching and teacher training experience. A good working knowledge of Arabic both written and spoken and a driving licence are essential.
Reference: 83 K 17T

2. Head of English Language Department Institute of Health Sciences, Muscat

Duties: to ensure the efficient running of the English Language Department; to identify language needs within the Omani Health Service and to make appropriate recommendations; to design syllabuses and produce appropriate materials and resources for all Departments in consultation with Departmental Heads; to develop systems of language testing and evaluation for all courses; to teach at all levels up to a maximum of 9 hours per week, with special reference to Curriculum Development research and evaluation of materials.
Special Qualifications: Candidates, aged 30–45, must have 5 years relevant overseas experience; at least 8 years teaching experience in TEFL with ESP, course planning and teaching materials production essential. Some Arab World experience and knowledge of Arabic desirable.
Salary: £10,528–£14,663 per annum for both posts.
Overseas Allowance: £444–£5,693 for both posts, depending on salary and marital status.
Reference: 83 K 25T

Sudan

Consultant in English Language Teaching Bakht er Ruda Institute of Education El Dueim

Duties: to assist in the curriculum renewal and teacher training for the intermediate (lower secondary) sector, involving planning, writing and training others in writing the language improvement element of the agreed common English programme and to produce teacher training manuals based on this; to coordinate the trialling of the methodology component of this programme at Bakht er Ruda; to lecture up to 4 hours a week on the Institute's ELT programme; and to advise on intermediate school curriculum and final leaving examination and on the extensive reading experiment being conducted by the English department in neighbouring intermediate schools.
Special Qualifications: 4 years teaching, ideally at secondary level, and 2 years teacher training experience are essential. Experience of teacher training syllabus design and course writing, experience of Arab world and working in developing country highly desirable. Candidates should be preferably male, single or married without children of school age.
Salary £10,528–£14,663 per annum.
Overseas Allowance: NIL–£2,166 depending on salary level and marital status.
Reference: 83 K 26T

General Qualifications: Essential for all KELT posts: Degree or equivalent; teaching qualification including TEFL or educational qualification plus postgraduate qualification in TEFL or Applied Linguistics; 3–5 years teaching experience, including at least 2 years' TEFL overseas. All candidates must be UK citizens, preferably aged 30–50, with British educational background.
Benefits: Salary free of UK income tax; variable overseas allowances according to marital status and salary level; free family passages; children's education allowance and holiday visits; free furnished accommodation; outfit allowance; medical scheme; baggage allowance; paid leave; employers contribution to a recognised superannuation scheme or an allowance of 11% of salary in lieu.
Contracts: Contracts will be for 2 years initially with the British Council.
Closing date for applications: 23 June 1983. Interviews in July 1983.

For further details and an application form, please write, quoting the post reference number to: Overseas Educational Appointments Department, The British Council, 90–91 Tottenham Court Road, London W1P 0DT.

Vocational Training Council
HONG KONG

■ Low tax area – max. 15% ■ Generous leave ■ Children's education allowance ■ Medical & dental benefits ■ Subsidised accommodation ■ Free passages and holiday visits for children

The Council, established in 1982 as a statutory body with the broad objectives of developing technical education and industrial training in Hong Kong, invites applications from suitable persons for the following posts.

Senior Lecturer – Fashion Design
£12,690 p.a.* + 25% gratuity

Qualifications: (a) a degree in the relevant subject stream, or equivalent, and a diploma in education plus 6 years' relevant post-degree industrial/teaching experience or 8 years' relevant post-degree industrial or teaching experience; or (b) an appropriate technical qualification plus 9 years' relevant post-qualification industrial/teaching experience.

Duties: to lecture up to Technician Diploma level on history of custume, fashion design projects, fashion illustration and other related subjects and to undertake curriculum development and other duties related to the course. *Ref. REC/VCT(SL-FD)*

Lecturer (Graduate) (Hotel Keeping & Tourism) – Maintenance & Services
£12,000 p.a.* + 25% gratuity

Qualifications: (a) a degree in the relevant subject stream, or equivalent, plus 6 years' relevant post-degree industrial/teaching experience; or (b) a relevant technical qualification plus 7 years' relevant post-qualification/teaching experience.

Duties: to lecture up to Technician Diploma level in subject related to the discipline of the post and undertake curriculum and other duties related to the course. *Ref. REC/VTC L(G)(MS)*

Both appointments will initially be on contract for 2 years.

For further information and an application form, write to Hong Kong Government Office, 6 Grafton Street, London W1X 3LB, quoting the appropriate reference number. Closing date for acceptance of completed application forms 24th June 1983.

** Based on exchange rate HK$10.90 = £1.00 (Subject to fluctuation)*

Administration

HUMBERSIDE

COUNTY COUNCIL

EDUCATION DEPARTMENT

Section Head - Schools Management Post No. GD3

S01 £8,658 - £9,231

Required for the Grimsby Divisional Education Office.

Responsible to the Divisional Administrative Officer for the efficient working of the Schools Management Section, including the service of Governors meetings, letting of school premises and the implementation of welfare schemes. The County Council has adopted a scheme of approved removal and disturbance allowances.

Application forms and further particulars from the Divisional Administrative Officer, Divisional Education Office, Eleanor Street, Grimsby, South Humberside. Tel: (0472) 44129.

Closing date 17th June, 1983. (10300) 480000

COVENTRY

CITY COUNCIL SENIOR ADMINISTRATIVE ASSISTANT TUTORIAL STAFFING SECTION
£9,504 - 10,071 or £10,563
This is the senior administrative post in the section which deals with the departmental staffing function for Teachers, Nursery and Education Assistants in Primary, Secondary and Special Schools.
Major duties of the post include responsibility for the efficient administration of the Section, the day to day management and for work associated with Special School staffing. The detailed duties may be subject to change as the result of a current O.&M. review of the personnel function in the Department.
Candidates should offer extensive administrative experience within an Education Department, have a full knowledge of Local Government procedures and be familiar with Burnham Primary and Secondary report and Teachers' conditions of service.
For further information please contact Miss I.A. Busst on extension 2445.
Application forms and further particulars from Manpower Services, Room 57, Council House, Coventry. Tel: Coventry (0203) 25555, Ext. 2517.
Returnable within 14 days of the appearance of the advertisement.
AN EQUAL OPPORTUNITY EMPLOYER. (10053) 480000

NORTH YORKSHIRE

COUNTY COUNCIL TEMPORARY CAREERS OFFICER WITH A SPECIAL RESPONSIBILITY FOR UNEMPLOYED YOUNG PEOPLE - SCARBOROUGH AREA
Applications are invited from qualified Careers Officers and those with a sound industrial background for an appointment of a Careers Officer to deal with young unemployed persons, to assist with work connected with the Youth Training Service and to be actively involved in seeking out or developing employment opportunities for longer term unemployed young people. The Officer will be based in Scarborough and will be responsible for the surrounding areas including Whitby which suffers badly from high levels of unemployment and will be required to possess a current driving licence. The post is one of a number under the Government's 'Strengthening Scheme' and is temporary subject to the continuation of this scheme.
Salary Scale: AP4 - £6,873 - £7,545 per year.
Application forms (to be returned by 15 June 1983) and further details from the County Education Officer, Room 34, County Hall, Northallerton DL7 8AE. (10847) 480000

POWYS

COUNTY COUNCIL EDUCATION DEPARTMENT TRANSITION FROM SCHOOL TO WORK: EUROPEAN EDUCATION FUND
Applications are invited from persons with suitable qualifications and experience for the post of DEVELOPMENT OFFICER of the Powys Rural Enterprise Project.
The post has been created to direct a three-year project sponsored by the European Economic Community, Welsh Office and Mid-Wales Development Corporation, into the establishment of Craft Enterprise courses in the secondary schools of the Authority to 'O' and C.S.E. level.
Commencing salary will be within the Headship Group 5 salary range. Conditions of service will be in accordance with those recommended by the Soulbury Committee.
Further particulars and application forms are obtainable from the Director of Education, Education Department, The Lindens, Spa Road, Llandrindod Wells, Powys, to whom completed forms should be returned by 17th June, 1983.
Applications for secondment from serving members of the Powys Education Authority staff will be considered. (06561) 480000

BOROUGH OF PRESTON

Education Officer

Salary AP4/5 £6,873–£8,325

Harris Museum and Art Gallery. A qualified teacher preferably with experience of working in a museum is required for a new post. Applicants must be capable of setting up and developing an educational service. Local Government Conditions of Service (APT & C Staff) will apply.

Furniture removal expenses will be paid and a contribution to other associated expenses will also be considered and a disturbance allowance paid in appropriate cases.

Application forms and further details are available from the Director of Personnel and Management Services, Town Hall, Preston (Tel: 54881, Ext. 371) and should be returned by no later than 27th June, 1983.

We are an equal opportunity employer.

FURTHER EDUCATION UNIT

Re-advertisement

The FEU, which is an advisory, intelligence and development body for further education, required from September 1983:

2 DEVELOPMENT OFFICERS

to assume responsibility for work in the major areas of New Technology and Multicultural Education.

Applicants must have worked in further education and/or training and must have experience of curriculum development, organisation and/or evaluation. An ability to work as an FEU team member, with FE/training staff at all levels in a variety of institutions and to write reports is also necessary. Teaching experience in further education is essential. The Development Officers will be based in London, but some travel will be involved.

Salary range: £13,132–£17,168 (including £1,220 per annum London Weighting).

The appointments will be for a period of three years with a possible extension of not more than a further two years. Secondment from present posts is preferred but other arrangements are possible.

Application forms and further information are available from: The Chief Officer, FEU, Elizabeth House, York Road, London SE1 7PH (Tel: 01-928 9222, Ext. 2410/2686).

Closing date for receipt of completed application forms is 24th June, 1983.

EDUCATION DEPARTMENT

Temporary Social Worker

£5,949–£8,142 pa inclusive

A qualified and experienced Careers Officer is required for this vacancy which has arisen due to the maternity leave of a member of staff.

Duties of the post at the Careers Office in Twickenham, include the full range of careers guidance duties with pupils in comprehensive schools, industrial liaison and work with the unemployed.

Forms and further details from: Non-Teaching Personnel Section, Regal House, London Road, Twickenham (Tel: 01-891 1433, Ext. 280) returnable by 17th June, 1983.

London Borough of RICHMOND UPON THAMES

WILTSHIRE COUNTY COUNCIL
Education Department

COUNTY ADVISER FOR MATHEMATICS

Salary: Soulbury Scale, Burnham HT Group 8 – £13,953–£15,189

Temporary Post – Fixed Term Contract until 30th April, 1985

A County Mathematics Adviser is required as soon as possible to cover the secondment of the present incumbent to direct the MEP National Primary Microcomputer Project until 30th April, 1985.

The post covers all stages of education but the emphasis is likely to be upon the secondary and post-16 fields. Applicants should normally hold a good Honours Degree in Mathematics from a British University and be an experienced and successful teacher of at least Head of Department status.

Further details and application form from the Chief Education Officer, County Hall, Trowbridge, Wiltshire BA14 8JB, Tel: 02214 3641, Ext. 2454 quoting reference E.83.212. Closing date for receipt of applications is 17th June, 1983.

Royal County of BERKSHIRE

Area Careers Officer

£8,841–£9,414 (Pay award pending)

Required for the Bracknell Careers Office. The Area Officer is part of the management team of the county service and will be responsible for the development of work in an expanding area. Computerized systems have been introduced in the county. Applicants must be qualified and experienced. Essential user car allowance is payable.

Further details and application forms (enclosing sae) from the Director of Education (C), Shire Hall, Shinfield Park, Reading RG2 9XE. Closing date 20th June.

Berkshire County Council is an equal opportunity employer and all applicants will be considered solely on the basis of suitability for the post irrespective of race, colour, sex, marital status or disability.

ASSISTANT PRINCIPAL

CAREERS OFFICER

£10,101–£10,668

We are seeking a qualified Careers Officer with management ability/experience and a working knowledge of computers, at systems level, to take responsibility for the Higher and Further Education aspects of the Service and the information service provided for all career/job seekers.

The person appointed will also have overall responsibility for the Services' administrative function. In this respect the Careers Service Computer Systems are well advanced but others need to be developed; the post-holder will work closely with the Council's data processing staff during feasibility studies and on implementing systems and be the source of expertise within the Service.

The two Assistant Principal Careers Officers whilst having responsibility for co-ordinating all areas of Careers Service work are expected to undertake the full range of duties in schools and with the unemployed.

Application forms and further information from the Educational Services Secretary, Town Hall, Crayford, Kent DA1 4EN (01-303 7777, Ext. 542/543).

Bexley London Borough

Buckinghamshire Education Department

Principal Administrative Officer

(Deputy Head of Schools Section)
Scale: PO1 (£9,504–£10,563 pa)

The officer appointed will have particular responsibility for preparation of revenue estimates, administration of arrangements for premature retirement of school teachers, clerking of Appeal Committees in respect of special educational provision and will also deputise for the Head of Section as required.

Further details and application forms from Chief Education Officer, County Hall, Aylesbury, HP20 1UZ, on receipt of sae.

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ilea Inner London Education Authority

Inspector for Special Education (District Rank): 2 posts

Salary range £17,£184–£18,624

plus £1,284 London Weighting Allowance

Applications are invited from suitably experienced persons to fill two posts within the Special Education Inspectorate. Each post will involve responsibility for inspection of and advice to primary and secondary schools; special schools and units and post-16 in relation to provision for pupils with special educational needs. A wide background in this field, particularly in mainstream education, is required. Experience in advisory work an advantage.

Further details and application forms obtainable from the Education Officer (EO/Estab 1B) Room 365, The County Hall, London SE1 7PB. (Please enclose a stamped addressed envelope).

Forms to be returned by 27th June, 1983.

ILEA is an equal opportunity employer.

Oxfordshire County Council

EDUCATION DEPARTMENT

ASSISTANT EDUCATION OFFICER (SPECIAL)

Salary: POIC (£10,071–£11,184)

This is a new post introduced as a result of the 1981 Education Act to co-ordinate the procedures arising from this legislation, and to assist with the administration of special education.

The post will be suitable for a person with teaching experience, wishing to make a career in educational administration, although previous administrative experience will be an advantage.

Appropriate car allowance payable; removal and disturbance allowance payable in approved cases.

Application forms and further details are obtainable from: **The Chief Education Officer, Oxfordshire County Council, Macclesfield House, New Road, Oxford, OX1 1NA, to whom completed forms should be returned by 17th June, 1983.**

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ilea Inner London Education Authority

Director of ILECC

Inner London Educational Computing Centre

Salary Range £13,812–£15,492
plus £1,284 London Weighting Allowance

ILECC provides hardware and software support for the computing resources used by ILEA's schools, colleges of further and higher education services, potentially over a thousand institutions.

Applications are invited for the post of Director of ILECC. This is a senior appointment to run a well equipped, well staffed centre. The successful candidate will have had extensive experience of computing. He or she will have demonstrated ability to manage a professional team dealing with all aspects of computing.

Application forms and further details available from the Education Officer (EO/Estab 1B), Room 365, County Hall, London SE1 7PB. (Please enclose a stamped addressed envelope).

Closing date for the return of completed applications to the above address is 27th June, 1983.

ILEA is an equal opportunities employer.

THE GIRL GUIDES ASSOCIATION

Invites applications for the post of

GENERAL SECRETARY

The Girl Guides Association is one of Britain's largest Youth Organisations with a current membership of approximately 870,000.

The General Secretary is the senior member of staff of the Association and is based in London. The principal duties of the post include the administration of the Headquarters through Heads of Departments, and servicing the Council and the Executive Committee of the Council. The General Secretary is responsible for 200 staff in the Headquarters, Trading Service and Training Centres.

The successful applicant will have proven administrative and managerial skills, an understanding of voluntary organisations and committee procedures. Membership of the Guide Movement would be a considerable advantage. Applicants should be aged between 40–50 years.

The benefits of the post include a salary which is by arrangement according to experience, a contributory pension scheme and five weeks' holiday per annum. The normal retirement age of staff employed by the Association is 60 years.

If you would like to be considered for this challenging post, please apply, giving full career details to:

The Chairman of the Finance Committee
The Girl Guides Association
17–19 Buckingham Palace Road
London, SW1W 0PT

marking the envelope 'Personal'.

ENGLISH LANGUAGE TEACHING DEVELOPMENT UNIT LTD
ELTDU
on behalf of
INTERNATIONAL HOSPITALS GROUP
IHG
Invites applications for the following posts:

SENIOR ENGLISH LANGUAGE TRAINING OFFICER

(Male)
(Ref: IHG SELTO)

The successful applicant will be employed by the International Hospitals Group and based in the Kingdom of Saudi Arabia. He will be responsible to the Training Manager for the initiation and administration of the pilot year of a major English language training scheme which may run into the 1990's and involve the training of up to 13,000 Saudi Nationals in at least 30 disciplines. One year contract initially. Post to be taken up in Autumn 1983. Starting salary: £19,500 tax free. Accompanied status. Accommodation and transport provided. 49 days' leave p.a.

Minimum qualifications: Degree, postgraduate TEFL qualification, five years EFL teaching experience, including two [illegible] administration an advantage.

ENGLISH LANGUAGE TRAINING OFFICERS

(Male)
(Ref: IHG/ELTO)

The successful applicants will be employed by the International Hospitals Group and based in the Kingdom of Saudi Arabia. They will be responsible to the Senior English Language Training Officer for the English Language teaching of the recruits allocated to them. One year contract initially. Posts to be taken up in Autumn, 1983. Starting salary: £16,000 tax free. Accompanied status, depending on qualifications and experience. Accommodation and transport provided. 49 days' leave p.a.

Minimum qualifications: Degree or Cert.Ed. and postgraduate TEFL qualification. Two years EFL teaching experience, including one overseas.

WRITE for full details and application form, giving reference of post to:

ELTDU Ltd., 23 Market Square,
Bicester, Oxon, OX6 7BR
NO telephone enquiries.

KIRKLEES Metropolitan Council

Directorate of Educational Services

EDUCATIONAL PSYCHOLOGISTS (Temporary)
Salary: Burnham Scale 3/Head 7 £9,052–£13,578 pa dependent on age, qualifications and experience.

A rare opportunity has arisen for three Qualified Psychologists to join Kirklees Psychological Service. These posts are additional to the existing team of 11 Psychologists and have been created to meet some of the demands of the 1981 Education Act. These are temporary appointments for one year, to be reviewed annually. An essential car user allowance is payable.

Informal enquiries may be made to the Principal Psychologist, Mr. R. G. Hedderly, Tel: (0484) 37399, Ext. 293. Please quote Post Ref: ED6535.

EDUCATION SOCIAL WORKERS (2 Posts)
Grade SW Level 1/2
Salary: £5,979–£8,055 (Bar at £7,545)

Required to undertake a full range of Social Work duties in an educational setting relating particularly to the handicapped, disadvantaged child, his or her family, school and environment. Applicants should be appropriately qualified and/or experienced.

Commencing salary will be dependent upon qualifications and experience. A current driving licence is essential and a car allowance is available.

Informal enquiries to Principal Education Social Worker (Mr J. W. Talbot, Ext. 294). Please quote Post Ref: ED6522.

Application forms (to be returned within ten days of this advertisement) and further details are available from the Director of Educational Services, Oldgate House, 2 Oldgate, Huddersfield HD1 6QW. Tel: (0484) 37399, Ext. 204.

The Council operates a Trade Union Membership Agreement. Equal Opportunity Employer.

Administration General

LONDON

DIOCESAN BOARD FOR SCHOOLS
Applications are invited from well-qualified and experienced candidates for the position of BUILDING AND DEVELOPMENT OFFICER

Salary will be on the scale £8,900 - £10,850 depending upon the experience of the successful candidate.

Further details and application forms (with a s.a.e.) from: The Director, London Diocesan Board for Schools, 30 Causton Street, London SW1P 4AU.

(Completed application forms to be returned by 24 June, 1983). (10056) 500000

Child Care

STAFFORDSHIRE COUNTY COUNCIL

CICELY HAUGHTON RESIDENTIAL SCHOOL
Westwood Manor, Wetley Rocks, Stoke on Trent ST9 0BX

1) Resident Houseparent (R.C.C.O. Grade 2) required from September, 1983, to work with boys with learning difficulties and emotional/behavioural problems - age range 8 to 13 years. Experience essential.

Salary £5,352 to £5,841 per annum (less accommodation charge - integral flat or bedsit available).

2) Resident Houseparent (R.C.C.O. Grade 3) required from September, 1983, to work with boys with learning difficulties and emotional/behavioural problems - age range 8 to 13 years. Experience essential.

Salary £5,973 to £6,693 per annum (less accommodation charge - integral flat or bedsit available).

For further particulars, apply in writing to the Headteacher (enclose S.A.E. for reply). (10039) 540000

Education Psychologists

CAMBRIDGE

PRE SCHOOL TEACHER NURSERY/INFANT

See advertisement under special education Scale 2. (10611) 560000

LEICESTERSHIRE

SCHOOLS PSYCHOLOGICAL SERVICE and CHILD and FAMILY GUIDANCE SERVICE

EDUCATIONAL PSYCHOLOGIST

Salary £10,338 - £13,578

Three posts to Augment present services and to assist with a positive response to The Education Act 1981. Interesting and varied work, based in Leicester but applicants should be prepared to work in any part of the County. Honours Degree in Psychology or equivalent professional training and teaching experience essential.

Removal expenses in approved cases.

Further details: Telephone Mr. G. Todd, Principal Educational Psychologist, Leicester 8530951.

Apply (no forms) enc. s.a.e. stating age, experience and names and addresses of 2 refs. to the Director of Education, County Hall, Glenfield, Leicester by 22nd June. (12657) 560000

MERTON

LONDON BOROUGH OF MERTON
EDUCATION DEPARTMENT
EDUCATIONAL PSYCHOLOGIST/POST NO. 5067

Soulbury conditions of service - Salary grade Burnham Headteacher 6/7. Salary scale: £12,264 - £14,253 + £939 London Weighting.

An essential car user allowance is attached to the post.

Applications are invited for the post of Educational Psychologist from candidates who have an Honours Degree in Psychology with a post graduate qualification in Educational Psychology and have had teacher training with at least 2 years' recognised teaching experience.

Application form and further particulars available from the Director of Education, Station House, London Road, Morden, Surrey. Tel. 01-542 8101, Ext. 34.

Closing date: 17th June, 1983. (10413) 560000

Examiners

JOINT MATRICULATION BOARD

EXAMINATIONS COUNCIL

Applications for the post of Reviser (or Moderator) for the question papers in the following subject in the GCE examination are invited from experienced school teachers in schools or colleges that do not prepare candidates for the JMB examinations concerned.

APPOINTMENT OF REVISER FOR 1984 GCE EXAMINATIONS.

Computer Studies (Ordinary), (Alternative Ordinary), and (Advanced).

Further information and application forms are obtainable from the Secretary, Joint Matriculation Board, Manchester M15 6EU.

Closing date for applications: 4 July 1983. (10040) 600000

Miscellaneous

AVON COUNTY

MULTI-CULTURAL EDUCATION CENTRE
Bishop Road, Bristol BS7 8LS
Mother Tongue Teaching Project
Teacher/Co-ordinator for Mother Tongue Teaching

Required from 1 September, 1983, a teacher with specialised knowledge of one or more Asian languages and preferably with, some years experience of teaching Asian children, to teach, co-ordinate and supervise the work of a small team of three full-time teachers working mainly [illegible] term contract to 31 August 1985. Scale 3.

Further details are available from the Head of the Centre at the above address, to whom applications should be returned by 17 June 1983.

NOTE: Re-advertisement - Previous applicants will be considered automatically unless they notify the Head of the Centre to the contrary.

Avon is an equal opportunities employer. (10618) 660000

BIRMINGHAM

SENIOR ASSISTANT TRAINING required.

Details and application forms from: Birmingham Federation of Boys' Clubs, Bilberry Hill Training Centre, Rose Hill, Rednal, Birmingham B45 8RT. (12721) 660000

IPSWICH

DIOCESE OF ST. EDMUNDSBURY & IPSWICH
CHILDREN'S WORK/RELIGIOUS EDUCATION (AIDED SCHOOLS) ADVISER.

Applications are invited for the above post which will become vacant from 1st September 1983.

Salary (1983/4) £6,700.

All expenses paid (1983 mileage rate 23p). House provided or allowance in lieu.

Closing date for application 20th June 1983.

For job Specification and application forms write to: The Reverend Tony Sparham, Director of Education, Diocesan House, 13 Tower Street, IPSWICH IP1 3BG (Tel: Ipswich 54963 (mornings) or 59160 other times). (06798) 660000

LONDON BOROUGH OF REDBRIDGE
Education Department

EDUCATIONAL PSYCHOLOGISTS

£9,069–£14,868 inclusive, plus appropriate car allowance

Applications are invited for two posts in the Schools Psychological Service. Candidates should have an Honours Degree in Psychology, at least two years teaching experience and a postgraduate qualification in educational psychology.

Preference will be given to those with previous experience who can offer some specialist contribution.

Further particulars and application form from the Director of Educational Services, Education Offices, 255–259 High Road, Ilford, Essex IG1 1NN.

Closing date: 21st June, 1983.

LONDON

A SALES CAREER with Sun Life Assurance Company of Canada offering an interesting and rewarding future combining security and real opportunity. Full training, unlimited prospects and executive income. Suitable applicants, aged between 24 and 49, can be employed in the area of their choice.

Phone Mr D. Pearson on 01-930 5400 or write 2/4 Cockspur Street, London SW1Y 5BH. (06558) 660000

LONDON

KING ALFRED SCHOOL
North End Road, London NW11 7HY
TEACHER/CARETAKER
Mature, responsible person required for independent, all-age co-educational day school with free accommodation for couple provided. To start July. In addition to the usual electrical, carpentery, and ground skills required, enthusiastic experience and the ability and enthusiasm to supervise children in aspects of school maintenance is desirable. Salary negotiable.

Write to the Bursar, enclosing a stamped, self-addressed envelope for application form. (06749) 660000

Craft/Work Skills Instructor

Salary: £5,805–£7,674 per annum
Inclusive Qualification (bar) at £6,921
(Reference S19–10)

For our Adult Training Centre in Brember Road, South Harrow, where we offer a programme of work, social, educational and recreational training for 140 mentally handicapped adults. The duties will mainly be the teaching of craft and work skills in one of the workshop areas. The post calls for initiative and flair for introducing new craft activities, as well as for providing specific individual programmes for the trainees in the workshop situation.

Possessions of the DTMHA, CQSW, CSS or other relevant qualifications is desirable but applicants with experience of working with mentally handicapped adults will also be considered.

For informal discussion please contact Ivan Horrex on 01-422 5516.

Temporary Playleader

Salary: £132.73 per week for 5 weeks
(Reference X99–99)

With enthusiasm and energy, to lead a summer playscheme on the Doncaster Gardens Estate, South Harrow, from July 25th–August 26th, 1983.

Volunteers will be recruited to assist the playleader in her/his role in directing and bringing initiative to the activities of this established, yearly playscheme.

The initial organisation is undertaken jointly with the Estate and it is hoped the successful candidate would become involved with this planning process as soon as possible.

For further information contact Gill Thursby, telephone 01-864 6011, Ext. 52.

Application forms available from London Borough of Harrow, Department of Social Services, PO Box 7, Civic Centre, Station Road, Harrow, Middlesex. Tel: 01-863 5611, Ext. 2349, quoting reference number. The closing date for these posts is 17th June, 1983.

Harrow SOCIAL SERVICES

COMPUTER LECTURERS

Required for expanding company

Knowledge of COBOL and ability to teach City & Guilds 746/747 systems analysis, and some advanced courses desirable.

Candidates with industrial experience will be especially suitable.

Excellent salary depending on experience.

Write with c.v. to:

Personnel Department
Automated Data Systems Limited
Paramount House
104–108 Oxford Street
London W1

Books For Students Ltd

Sales Representative/Adviser

Books for Students, the leading paperback suppliers to schools and libraries are seeking to appoint a representative to cover Cleveland, Cumbria, Durham, Northumberland, North Yorkshire, Tyne & Wear.

The ideal candidate (male or female) will be in their 20's or 30's, preferably with a teaching or library background. They will need to be well organized and self-motivating. A lively interest in children's books is desirable.

We offer a planned training programme, a competitive salary plus a company car.

This vacancy provides an excellent career opportunity within a young progressive company.

Please reply with full CV to:

John Vaughan, Sales Manager
Books for Students Ltd
58–64 Berrington Road
Sydenham Industrial Estate
Leamington Spa
Warwickshire CV31 1NB

MISCELLANEOUS
continued

BROMLEY

LONDON BOROUGH OF BROMLEY
PERIPATETIC TEACHER FOR COMPUTER AND MICRO-ELECTRONIC EDUCATION. SENIOR TEACHER SCALE.

Required for September, 1983, or as soon as possible thereafter, an experienced and well qualified graduate teacher to assist in the organisation and development of computer and micro-electronic education throughout the Borough at Primary and Secondary levels. The person appointed will work within a team of a General Inspector and an Inspector both of whom have responsibility in this area of the curriculum, and be part of the centrally deployed of the Authority. He or she will be based in the Science, Mathematics and Technology Units of the Bromley Teachers' Centre.

Application forms available from the Director of Education, The Town Hall, Widmore Road, Bromley, Kent BR1 1SB (foolscap s.a.e. please), to whom completed forms should be returned by 16th June, 1983. (12687) 660000

OLDHAM

OLDHAM METROPOLITAN BOROUGH

PERIPATETIC STRING TEACHER SCALE 1.

(Cello/Bass or Bass/Cello)

METROPOLITAN MUSIC CENTRE
Westwood, Middleton Road, Oldham.

Required for September 1983 to work in the Authority's primary and secondary schools with the possibility of involvement in Music Centre activities on some evenings and/or Saturday mornings.

A casual car users' allowance is available.

Send s.a.e. for application form to the Director of Centre, returnable to her as soon as possible. (12738) 660000

Outdoor Education

ANGLESEY

Cornelyn Manor is a centre which provides unique courses for industry, colleges and schools. We are now looking for mature, responsible instructors who, in addition to being both competent and qualified in outdoor activities, have had some industrial and management experience.

Salary will be in accordance with Burnham Scale 1 although a Scale 2 position may be available for a suitably experienced person.

For application form and further details please write to: Cornelyn Manor, Penmon, Anglesey, Gwynedd. Phone: 0248-78-255. (06539) 680000

CORNWALL

Superbly appointed student field study activity centre. Tel: 0579 82382. (54743) 680000

DEVON

SKERN LODGE OUTDOOR CENTRE
Multi-activity and specialist courses from £33. 1 : 8 free places. Run by teachers for discerning party leaders. Courses tailored to your requirements.

Write/phone, Skern Lodge, Watertown, Appledore, N. Devon. 02372 5992. (57695) 680000

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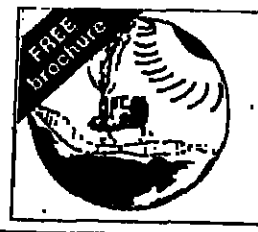
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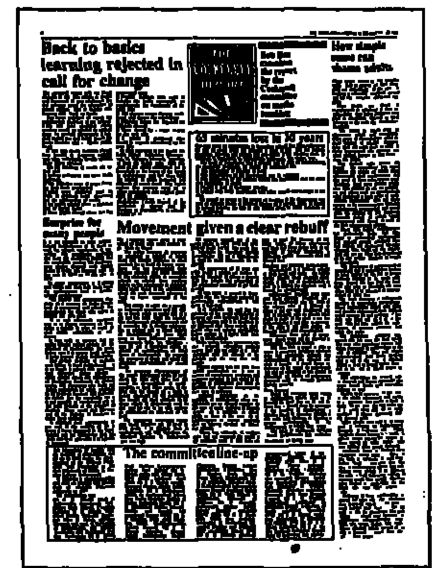
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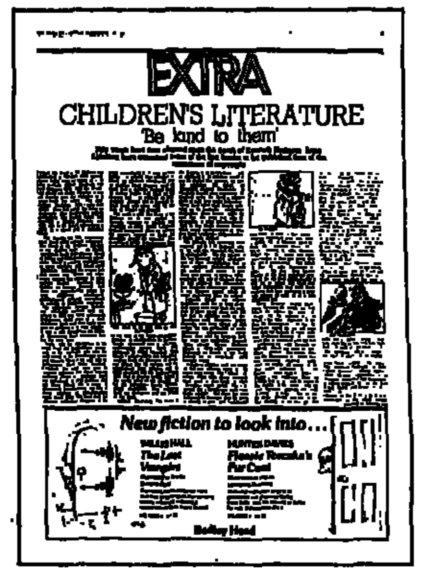
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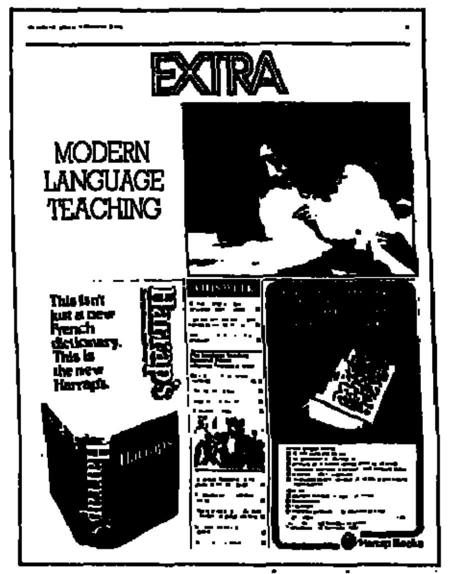
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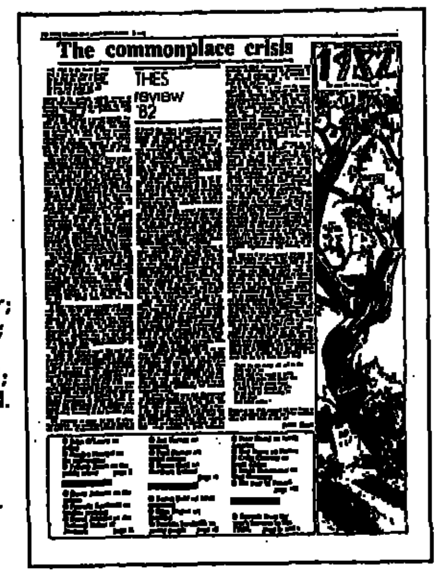

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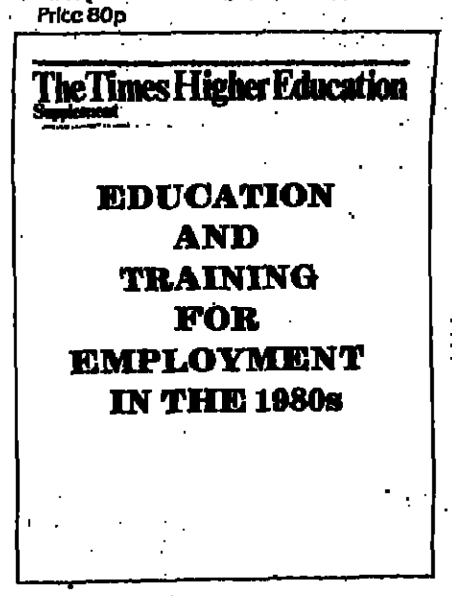
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